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ABSTRACT

This administrators' handbook gives directions for implementing a kindergarten program. Specifically, chapters discuss: roles of school staff members; general characteristics and needs of young children (including those with special needs) in various developmental areas; procedures for renovating or constructing classroom and playground facilities; development of a comprehensive curriculum based on the developmental needs of 5-year-olds; equipment and materials for various learning centers; techniques of program assessment; and ways to involve parents in their children's learning experiences. Eighteen appendices include (1) a list of requirements for teacher certification; (2) suggestions for playground equipment design; (3) playground plot plans; (4) a sample registration form; (5) an instructional management plan; (6) a bibliography of teachers' resource books; (7) plans for classroom equipment; (8) a review of screening instruments; (9) a review of standardized testing instruments; (10) excerpts from Georgia kindergarten assessment; 11) sample checklists; (12) an anecdotal record form; (13) a partial list of school districts housing federally funded kindergarten programs; (14) general registration and certificate of residence forms; (15) a program participation selection form, a parent interest survey, a field trip permission form, and a volunteer profile; (16) a resource list for parents, administrators, and teachers; (17) a training format; and (18) a sample community interest survey. The handbook also includes a very brief glossary along with guidelines for and information about application and criteria for kindergarten program funds during the 1985-86 and 1986-87 school years. (AS)

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Implementing Kindergarten In Mississippi - An Administrator's Handbook

Division of Instruction
Mississippi State Department of Education

PS 014818

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The committees responsible for developing the chapters of this handbook are listed at the beginning of each chapter. The dedication and devotion of each committee member to this program is noted and greatly appreciated.

The children's photographs seen in this book were made in the kindergarten class at the Alternative School, Jackson Separate School District, Jackson, MS. We thank the children from the Jackson area and the Mississippi Band of Choctaw Indians for their participation.

> WHEN I HEAR, I FORGET
> WHEN I SEE, I REMEMBER
> WHEN I DO, I LEARN
> — Old Chinese Proverb

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PROGRAM PHILOSOPHY

THE PHILOSOPHY OF ANY PROGRAM IS WHAT CONSTITUTES THE PROGRAM GOALS, curriculum design, program activities, program materials and equipment, personnel qualifications, physical setting, and program organization. The following philosophy has been adopted for kindergarten programs implemented by public schools in the state.

The kindergarten program philosophy shall reflect an understanding of child development principles. These principles shall be embodied in the curriculum design and general learning environment. The instructional delivery is to be organized around learning centers where opportunities are provided for children to acquire skills and concepts involving problem-solving, decision making, questioning, evaluating, and discovering. **(Kindergarten Guidelines and Criteria, 1984)**

As children proceed through various stages of development their environment must stimulate and challenge to promote growth. Early childhood expert, Millie Almy states that each developmental stage carries with it possibilities for the acquisition of new abilities, new ways of processing information. **(Almy, 1964)** The kindergarten program content must guarantee opportunities to promote this acquisition of new knowledge and ensure the child's chance for later academic success.

Research conducted by Piaget indicates that intellegence emerges as it is nurtured, it grows as the child has things to act upon. **(Burgess, 1965)** These research findings support the philosophical attitude which is to be reflected in program design and implementation. With the teacher as the facilator the learning tasks should be sequenced, taking into account developmental levels of the students. Instructional techniques promote active participation by the learner with the teacher serving as chief architect in planning, evaluating, and deciding the program direction, as well as delivering the information to the child through interactions with the teacher, with peers, and with the environment through varied activities. Neubauer states "that rich and varied direct experiences in the early years provide a solid foundation for the subsequent development of facility in symbolic manipulations." **(Neubauer, 1965)**

The kindergarten philosophy is one which guides individual school districts in developing a program which reflects the student's needs, as well as community needs and attitudes within the confines of sound and proven educational principles. James Hymes states " ... the challenge to good education is to find the content and the methods of teaching that fit the young child. Then his mind will really stretch ... Our concern has to be to develop a love of learning." **(Hymes, 1974)**

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PROGRAM GOALS

The realistic goals for kindergarten education are as follows:

To help the child develop a positive self concept

To help the child to achieve intellectual growth as shown by maturation of thinking processes

To help the child to enlarge his/her world of people, experiences, ideas, and things

To help the child to increase competence and skills in communication

To help the child to increase the skills involved in physical coordination and body mastery

To help the child to increase competence in dealing with emotional feelings and social situations

To help the child to increase competence in self-direction and independence

To help the child to develop trusting relationships

To help the child to develop his/her curiosity and his/her creative potential

Personnel

PERSONNEL

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PERSONNEL

The various roles of school staff members in the implementation of the kindergarten program are addressed in this section. While the teacher's role is emphasized, it is important to note that administrators are the leaders in making critical decisions with regard to program direction and emphasis.

SUPERINTENDENT

The superintendent is most significant in establishing the policy and direction of the early childhood program in each school district, for this reason he/she not only should have an understanding of the very young child, but of the type programs that allow the child to develop in the best possible ways. The person holding this position is the liasion person who must explain the program and how it benefits the school system to the school board and thus the community. Some of the responsibilities of the superintendent to the kindergarten program are:

1. **Formulate (with assistance from appropriate personnel) the school's plan for implementation of the kindergarten program.**
2. **Plan facilities which are conducive to productive operation of a kindergarten program.**
3. **Provide the materials essential to teach a kindergarten class, i.e., furnishings, instructional materials, and equipment.**
4. **Hire fully certified instructional staff for the implementation of the program.**
5. **Secure any community services that would supplement the kindergarten program.**
6. **Become acquainted with the specific characteristics of the five year old child and the significant differences in programming for that age versus the other children served in the school.**
7. **Provide opportunities for professional growth and staff development.**
8. **Support the kindergarten program and assist in informing the general public of the kindergarten purposes and philosophy.**
9. **Secure and share funding for the kindergarten program in the most efficient manner to provide the maximum classroom instruction.**
10. **Relate and enforce any standards as presented by the state and local school boards.**

EARLY CHILDHOOD COORDINATOR

The early childhood coordinator is an individual who serves as the facilitator of the school district's proposed early childhood program. This individual should work very carefully and closely with the school administration in structuring the type of program to be implemented in the kindergarten. The coordinator must have a thorough underding of the child growth and development principles as they apply to the five year old child. The type program implemented should reflect the developmental abilities of these children. The coordinator is essential in planning, interpreting, implementing and evaluating the total program along with the various administrative personnel pertinent to the task. Some of the responsibilities of the coordinator should be:

1. **Plan with the administration and the instructional staff the facilities and instructional materials and equipment necessary for implementing the kindergarten and assistant teacher program.**

2. **Assist in securing fully qualified teachers for the classroom.**

3. **Assist in securing and training of assistant teachers who will work with the children and teachers.**

4. **Provide the needed activities for the continued professional growth of the teachers through staff development programs.**

5. **Keep fully knowledgable of professional information through the current literature, professional meetings, research, etc. to encourage the excellent practices essential to a good kindergarten and assistant teacher program.**

6. **Support teachers in securing educational services for children.**

7. **Establish a system-wide network of cooperation and sharing for good program planning.**

8. **Assist in providing teachers opportunities to visit other classrooms and schools for new ideas in classroom organization and instruction.**

9. **Provide the leadership that will enable each teacher to strengthen personal competencies.**

PRINCIPAL

The principal must fulfill a strong leadership role in establishing high quality kindergarten programs. The person in this position must carefully work with parents and the community as well as the administration in identifying, planning, implementing, and evaluating the kindergarten program. Some of the responsibilities of the principal should be:

1. **Relate in an effective manner to the kindergarten children, their parents, the school staff, and the community.**

2. **Coordinate staff planning with the appropriate administrative personnel.**

3. **Conduct the necessary staff planning meetings.**

4. **Relate and enforce any standards as presented by the state and local school boards.**

5. **Gain knowledge of the characteristics of the five year old child and the type programs needed for that age.**

6. **Support the teaching staff in setting up and implementing a program based on sound child development principles.**

7. Coordinate activities which will assist teachers to have a clear understanding of the program needed and how it is to be carried out.

8. Cooperate with the teachers in determining the needs and formulating the requests for instructional materials and equipment for use in the classroom.

9. Interpret the kindergarten program to any of the auxiliary services involved in the school operation. This would include: "special" teachers such as music, art, and physical education; psychologists; speech counselors; librarians; cafeteria workers; and custodial staff.

10. Provide the appropriate teaching climate for optimum learning of young children.

11. Provide assistance and time for teachers to plan for instruction, to attend workshops, to attend seminars, and to participate in staff development training.

TEACHERS

The kindergarten teacher is the most significant adult in the lives of five year old children in establishing an attitude toward learning in a classroom setting. It is this person who helps to bridge the gap from home to school, paving the way for a quality learning experience. This position must be filled with persons who have appropriate training and philosophies, gentle personalities, thorough understanding of child growth and development, and an interest in developing the abilities of all children in the classroom. Some of the kindergarten teacher's responsibilities should be:

1. Model the kindergarten program in accordance with the needs and abilities of the individual child.

2. Believe in and implement a learning environment in the classroom which emphasizes the discovery approach to learning through the use of learning centers.

3. Recognize the individual needs of children enrolled in the program and seek the appropriate services to assist in providing the best care and education possible for the child.

4. Provide the appropriate educational situations to allow decision making and challenges to occur in the classroom which will promote the maturation of the child in all areas of development.

5. Recognize the need for close attention to the parent(s) and their influence on their child's educational experiences.

6. Maintain the ability to be an imaginative and creative teacher who can be flexible in planning and scheduling as the need is indicated.

7. Interpret the kindergarten operation to the school administration as well as the parent(s) and community in general.

8. Maintain good physical and mental health to insure the ability to function with the vitality necessary to work effectively with young children.

9. Understand the characteristics of the kindergarten child and plan a program accordingly.

10. **Maintain an interest in continued professional growth through self-study, staff development training, continuing education, and participation in professional organizations.**

11. **Maintain an instructional repertoire that demonstrates a variety of teaching methods.**

12. **Demonstrate appropriate classroom management techniques.**

CHARACTERISTICS OF A GOOD KINDERGARTEN TEACHER

Since the kindergarten teacher is the key to a successful kindergarten program, the qualifications of this person need special attention. Some of the basic characteristics that are important for consideration are:

1. **Be a fully certified teacher according to the state requirements as listed in Appendix A.**

2. **Have a thorough understanding of child growth and development principles.**

3. **Have some teaching experiences with the five year old which raises awareness concerning: the need for careful scheduling of active and passive activity times, resting, and toileting; attention spans; ability to follow directions; etc.**

4. **Have a strong energy level for working with young children.**

5. **Have a good sense of humor.**

6. **Have a commitment to helping children grow in independence and feelings of self-worth.**

7. **Possess enthusiasm for teaching and learning.**

8. **Be a creative and an imaginative person who is flexible enough to adapt the teaching situation for maximum enjoyment of learning.**

9. **Be emotionally mature.**

10. **Have a genuine enjoyment of children and an interest in helping them develop to their maximum potential.**

11. **Have a knowledge of classroom management principles appropriate to the young child.**

The following list may be used when interviewing potential kindergarten teachers already employed in the school system to help determine those traits which are important and consistent with the philosophy of the school district's program.

TEACHER SELECTION CRITERIA

		YES	NO
Willingness to be flexible			
Ability to see the world as the child does			
Skill in asking questions			
Has teaching certificate in area			
Positive feelings toward:	children		
	teachers		
	administrators		
Well organized			
Uses variety of teaching methods			
Sense of humor			
Fair, just, sincere, honest			
Well developed philosophy			
Well ordered / disciplined classroom			
Develops good self concept in children			
Personal and professional maturity			
Creative			
Develops love of learning, curiosity, and persistence			
Develops group dynamics			
Pleasant voice control			
Follows all school rules			
Wide interest in all areas			
Patience			
Pleasant disposition and consistent behavior			
Interested in pupil problems			
Aware of individual difference in children			
Good relationships with children			
Develops challenging thinking			
Fosters independence			

(Correro and Turner, 1983)

ASSISTANT TEACHERS

The assistant teacher in the kindergarten classroom is a necessity in order for the teacher to fully meet the individual needs of the children enrolled. At the ages when children are not sufficiently independent to manage well by themselves, it is important for safety reasons that a teacher have an assistant to help manage each situation in the classroom, crisis or routine. This position should be filled after careful screening and possible training for the work needed. The procedure for hiring assistant teachers for the kindergarten program is the same as that practiced in the hiring of assistant teachers for first, second, or third grade. The assistant teacher must.

1. **Have a planning time with the classroom teacher in order to understand and help the teacher implement the teaching responsibilities with the children.**

2. **Assist in the maintenance of the classroom order as it relates to housekeeping responsibilities.**

3. **Help in making instructional materials for use with the children as requested by the classroom teacher for use with the children.**

4. **Supervise small groups of children in activities as directed by the classroom teacher.**

5. **Provide services such as securing and setting up materials and equipment necessary to the teacher.**

6. **Provide help with clerical work for the teacher.**

7. **Work effectively and primarily with the children.**

Time spent in securing program personnel should be quality time, as the most important program decisions will be made in the hiring of teachers and staff. The old saying, "A program is only as good as its' weakest teacher," is one which should be recalled as the implementation of this new, exciting program begins.

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The Child

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THE CHILD

A familiar generalization from the literature of the anthropologist may be paraphrased to read; every kindergartner is like all kindegartners in some ways, like some kindergartners in other ways and like no other kindergartner in still other ways. This statement is particularly significant when planning for the successful operation of a classroom for young children. Teachers and administrators need to know the ways in which kindergarteners are alike, the ways in which they are similar, and the ways in which each are unique. **(Frymier and Galloway, 1974)**

*They Are Unique
Each kindergarten child is unique in terms of genetic make-up, learning rate and style, earlier development, accumulated experiences, feelings about self, and personal hopes and dreams. Providing optimum learning experiences for the kindergarten child requires awareness that each comes equipped with a set of individual differences. Through observation, analysis, and responsiveness to behavior, the differences among kindergarteners can be identified and individual needs met.

* They Are Similar
Each kindergarten child is similar to others in terms of sex, the language patterns acquired, immediate environment, and racial and ethnic origin. Knowledge of similiarities is useful when tailoring a kindergarten program as it provides teachers the information needed to gain a sense of probable interests, needs, and behaviors of young children. **(Hymes, 1981)**

*They are Alike
Each kindergarten child is like all kindergarteners in terms of basic needs and characteristics of growth and development. Knowledge of general developmental principles provides the framework upon which teachers and administrators can build the unique instructional program needed for the special qualities of the very young child. A program founded on sound developmental principles is necessary to provide appropriate learning experiences for each child. Recent studies have provided evidence to support the idea that the kindergarten period is particularly "critical" in the development of individuals and the quality of experiences at the time determines to a great extent their achievements in later years. **(Shepherd and Ragan, 1982)**

To facilitate the planning and development of learning environments, program goals, and instructional activities that are tailored to maximize growth and learning among all children, teachers and administrators must have a knowledge of how children develop. The following section is designed to provide a description of the general characteristics and needs of young children in five areas of development -- language, mental, physical, emotional, and social. Suggested implications for instruction are included as guides for planning, not requirements for all situations.

CHARACTERISTICS OF CHILDREN FOUR TO SIX YEARS OF AGE

LANGUAGE

Characteristic and Need	Program Content	Teaching Technique
Vocabulary development is rapid	In all content areas, speaking and listening vocabularies can be increased.	Provide materials and experience in the classroom and in the wider community through field trips and visitors. Introduce and discuss new words and ideas in each content area. Explain new words in terms the children can understand.
	Have available a classroom library of children's books.	Read to children on daily basis; encourage children to look at books independently.
	Include language experiences as a regular part of the classroom program.	Flannel board stories and puppet stories can be used along with games and songs. Allow the children to dictate or tell their own stories. Provide tape recorder and blank tape for child's experimentation.
Children are developing pre-reading skills	Subtle teaching of left to right orientation.	When reading to children, hold the book on the left side so children will look from the teacher's face to the pages.
	Awareness of words in the environment.	Build sight vacabulary, i.e., recognize stop signs, McDonald's, etc. Discuss new words that come up during class activities. Use Rebus pictures that instantly represent words.
	ABC's - recognition and recitation and beginning sounds	Have letters on wall of room; utilize puzzles with alphabet; teach alphabet song; use pictures, fingerplays, etc.
Eyes are small muscles and thus immature	Fine motor activities provide base for pre-reading skills.	Plan fine motor activities.

MENTAL

Characteristic and Need	Program Content	Teaching Technique
Short attention span	Introduce concept; allow time for child to "work" in various learning centers.	Frequently change activities.
Children learn by doing and playing	Utilize the learning centers; science, math, language, art, dramatic play, blocks, manipulatives or music.	Provide materials and opportunity for children to manupulate and explore with learning centers.
Children learn concepts of sequencing, classification, and ordering as well as personal information and facts about the world	Skills that children can attain: Recognition and identification of letters in the alphabet, including letter sounds in the initial position of a word, colors, number concepts, shapes, days of week; verbally communicate child's full name, home address, and telephone number.	Games and activities can reinforce a child's ability to recognize and identify. Can facilitate concept development through use of nursery rhymes, finger plays and songs. Teach these concepts with self-correcting activities in learning centers, i.e., puzzles or activities with only one solution.
Children develop and practice various intellectual skills	Activities which encourage and promote reason and logic; self-checking activities.	Provide opportunity for practice in learning centers; self-correcting activities are appropriate.
Children are curious and eager to learn	Areas of science, math, art, music, blocks, and manipulatives, free play in learning centers.	Providing materials and opportunities which enhance curiosity by providing open ended activities where the child decides what he/she is to do with materials.
Children are interested in major life events, i.e., birth, death, marriage, divorce	Individual content based on family situations of children enrolled.	Develop working relationship with each family. On an individual basis determine child's specific interest through questioning or active listening. Use books, animals, and classroom visitors to expand and clarify a child's knowledge; supplement with information for parents.

MENTAL

Characteristic and Need	Program Content	Teaching Technique
Memory can be enhanced		Allow experimentation of environment to foster creativity. Expand and exercise memory skills through questions, i.e., What did you do today? What was your favorite part of today? This could be a planned as well as spontaneous activity. Give children opportunity to perform a series of commands and instructions to follow. Tell the children "to remember" as reinforcement when giving directions.
Children often confuse fantasy and reality		When the occasion arises, discuss the difference between the two. Be receptive to child's ideas.

PHYSICAL

Characteristic and Need	Program Content	Teaching Technique
Need for rest and physical activities	Alternate quiet and active activities. A rest period is an essential part of each day. Some Some children will nap and those who do not still need the time to rest.	Alternate quiet and active periods; schedule time inside and outside. Play soft music, dim lights and provide nap pads or cots.
Large motor skills better developed than fine motor skills	Equipment that facilitates large motor development needed.	Plan time for exercise of large muscles; provide guidance in use of equipment.
Fine motor skills developing	Allow use of scissors; holding a pencil or crayon; working with art materials, manipulative toys; working puzzles, tying shoes, etc. Print first name and possibly last name.	Schedule time and provide opportunities with appropriate materials to practice skills.
Growth rates vary within and across children	Plan activities according to child's developmental level as determined by assessment.	Assess each child's developmental level, teacher observation, checklists, and assessment instruments. Employ teaching techniques which best meet the developmental needs of the child as reflected in the assessment.
Small stomachs and need to eat often	Snacks are needed in addition to lunch. Mid-afternoon snack may be needed if lunch were served at 10:30 a.m. and the school day doesn't end until 3:00 p.m. or if the children travel long distances by bus. (A minimum of 1 ½ hours is needed between snack and a meal.) Meal/snack time can be a learning experience for fine motor development, i.e. handling fork or spoon; can be a learning experience to emphasize colors, shapes, texture and also to learn about nutritive value of food and how food helps them to grow and develop.	Plan time for snack(s) and meal(s). The teacher(s) should eat with the children to serve as a role model and to foster a pleasant atmosphere at the table.

PHYSICAL

Characteristic and Need	Program Content	Teaching Technique
Need to be relaxed when eating meal or snack to prevent being too tired or too excited	Schedule short period of rest (on mat) after active play, followed perhaps with a story before lunch.	Plan quiet activity before meals.
Have immature body systems; need to go to bathroom fairly often; bladder not on schedule	Teach good bathroom habits, hygiene instruction.	Easiest if children allowed to go at will; accidents will happen and that's okay. A change of clothes for each child should always be kept at school.

EMOTIONAL

Characteristic and Need	Program Content	Teaching Technique
Child needs teacher to interact with his/her family in a positive manner	Intertwined throughout all content areas.	Establish communication network with family through periodic newsletters, notes, phone calls, conferences, home visits, parent meetings, etc.
Self-concept is developing; child needs positive reinforcement to strengthen and build strong self-concept	Intertwined throughout all content areas.	Give much praise and encouragement. Avoid telling child he/she is bad. Disapprove of child's actions or behaviors, but do not disapprove of child.
Children may express anger and frustration in different ways	Provide opportunities for constructive release.	Establish eye contact, speak in a calm, firm tone and explain why action is unacceptable. Disapprove of child's actions or behaviors, but do not disapprove of child.
All children are different	Intertwined throughout all content areas.	Help children learn to be tolerant of differences; speak of differences as being positive, all right; focus on advantages of differences and various social abilities.
Family is primary human relationship for the five year old	Intertwined throughout all content areas.	Discuss various types of families (in-tact, single parent, etc.). Discuss various types of homes (single family, apartment). Provide time, opportunity, and materials for imitation of adult activities – time to try out adult roles through dramatic play and taking responsibility in the classroom (i.e., feeding fish, watering plants).
Sex role identification. Children realize sex is a permanent characteristic (preschool children often think your sex is determined by your haircut or the clothes you wear and thus can change.) Children are very concerned about displaying sex-appropriate behaviors.	Intertwined throughout all content areas.	Accept child's experimentation with sex roles. Help and encourage children to view appropriate behaviors broadly, rather than narrowly - discourage sex stereotyping – boys can be nurses, girls can be truck drivers. Use books, dramatic play props, classroom visitors, and field trips.
Fears that a child has are legitimate to the child, although they may not reflect the real world.	Intertwined throughout all content areas.	Recognize that these fears are real to the child. Listen, provide support, and information. Assist children in developing strategies to deal with frightening situations.

EMOTIONAL

Characteristic and Need	Program Content	Teaching Technique
New situations such as entering school may be hard or frightening.	Intertwined throughout all content areas.	Be compassionate and understanding. Maintain open accepting atmosphere in classroom. Maintain contact with parents.
Children may express misplaced guilt feelings from major events of crisis: i.e., divorce, death, sickness, job loss or birth of siblings.	Experiences through literature that deal with similar situations.	Be compassionate and understanding. Encourage discussion of feelings. Seek parental support.
Children have a strong sense of fairness of authority.	Intertwined throughout all content areas.	Consistent classroom management.
Children's attitudes and degree of learning are influenced by their feeling of security in classroom.	Establish a consistent classroom routine.	Follow a schedule. Develop rapport between child/teacher. Nurture rapport between child and peers.

SOCIAL

Characteristic and Need	Program Content	Teaching Technique
Ready to develop social relationships, but also need time alone	Ask child how he/she could enter group; ask group how child could join.	Provide time for children to play both alone and with other children. Help children enter and play with groups of children if they seem unable to interact.
Sharing is hard	Games and/or activities which promote sharing.	Facilitate sharing by initiating a system of taking turns.
Children need to begin to solve their own problems		Assist children in solving their own problems; i.e., listen, ask questions, and identify alternatives and limits.
May or may not have best friends, but enjoy peer interaction		Provide opportunity for peer interaction and help children interact in positive manner. Listen, give feedback and suggestions on social interactions; suggest ways to approach and interact with other peers.
Children can and should clean up after themselves	Put away toys. Clean up after snack or lunch. Take responsibilities in the room.	Approach in positive manner; provide assistance.
Ready to develop self-help skills	Tying shoes, buttoning, zipping.	Offer opportunity for and encouragement of development of self-help skills. Watch as children try these tasks; offer suggestions and limited help; give praise for efforts and accomplishments.
Children learn from observing and imitating others	Can occur in learning centers and also in play time.	Offer play time and much opportunity in learning centers; observe behavior of children.

CHILDREN WITH SPECIAL NEEDS

Although all children have special educational needs at one point or another in their lives, some children require specialized attention more consistently. Included in this group is a wide assortment of youngsters ranging from those who are physically handicapped to those who are emotionally disturbed or who are experiencing intellectual development that lags behind or is markedly ahead of their peers. The category of exceptionality covers children who deviate far enough from the typical that they are noticeable in the group because of this deviation.

When a child deviates from the general age norms, the teacher's suspicion should be aroused, especially if the deviation is extreme, occurs often, and/or persists over a long period of time. The classroom teacher can try a number of activities which can help the child with minimal problems, striving to meet the demands of each child who needs something different from the planned program. As different expectancies are set for the children in terms of their capacities, varied teaching materials should be provided. These should be selected in terms of the level of capability, the limitations, and the characteristics of the individual child. When the teacher has exhausted the techniques at hand or when it is obvious that the child has a serious problem, assistance of specialized personnel such as the Special Education Program Developer in the school district should be utilized.

Many children with special needs profit greatly from a form of grouping known as "mainstreaming" (being a part of a regular group for at least some portion of the day). As with all children, an exceptional child should have opportunities to become friends and play with other children at an early age. All children learn from each other. The physically handicapped, the intellectually handicapped, the maladjusted, and the gifted child need to be treated in the same manner as other children and be able to share in those tasks in which they are able to participate.

CHARACTERISTICS OF SPECIAL NEEDS CHILDREN

SPECIAL NEED	CHARACTERISTICS OF	TEACHER INTERVENTION
Educationally Handicapped (Educable Mentally Retarded) (Trainable Mentally Retarded)	•Inability to follow multistep directions •Little self-direction in choosing activities •Tendency to imitate rather than create •Poor abstract reasoning ability •Difficulties in concentrating and learning •Inability to see similarities and differences in objects, and to anticipate consequences •Slower development than other children (walking, talking, and toliet training)	•Show the child you like him/her and are pleased with him/her •Use as many direct experiences as possible •Use manipulative learning materials so that the child can experience sensory modalities (hearing, seeing, touching, tasting, smelling) •Plan for patient repetition •Provide constant positive reinforcers (reward and praise) for each accomplishment •Be consistent in your behaviors
Hearing Impaired	•Most often normal in all other areas of development •Shows speech problems: a. reluctance to speak b. speech very loud, very soft, very slow c. articulation (speech sounds) poor •Unresponsive when spoken to; may often ask "Huh?" or "What?" •Watches speaker's face while speaker is talking •Turns the head toward a speaker •Difficulty maintaining attention when spoken to •Complains of earaches or demonstrates action that indicates pain in the ear	•Develop an attitude of readiness to listen •Use voice (not tapping on shoulders or similar gestures that call attention to handicap) to get child's attention •Keep within close range when speaking •Use a normal conversational tone of voice
Visually Impaired **(Partially Sighted): Children whose field of vision is 20/200 (that is, can see at 20 feet what a normally sighted person can see at 200 feet) or better in the corrected better eye, but not greater than 20/70.**	•Most often normal in all other areas of development •Crossed eyes (strabismus) •Involuntary, rapid movements of the eyeballs (nystagmus) •Squinting and rubbing eyes •Reddened watery eyes; crust, sties or swollen lids •Tilting the head to one side	•Use sense of touch to help round out what the child hears •Arrange environment for free movement with safety •Tell child what is going on; teach other children to identify themselves when touching child •Let child make as many movements as possible by himself

SPECIAL NEED	CHARACTERISTICS OF	TEACHER INTERVENTION
Visually Impaired (cont'd) **Blind: Children whose field of vision is 20/200 or less vision in the corrected better eye**	•Pupils of uneven size •Sensitivity to light •Awkwardness in eye-hand coordination (puzzles, dressing, etc.) •Avoids tasks requiring good vision and demonstrates a lack of interest in normally appealing visual experiences	•Use a multisensory approach in teaching •Use concrete experiences •Encourage child to verbalize needs, rather than expecting them •Work for communication and praise the child for each success, remembering that receptive language always precedes expressive language
Physically handicapped (May include): **Cerebral Palsy** **Epilepsy** **Spina Bifida** **Paralysis**	General •This child is often an underachiever Specifics: •Unable to control muscle reflexes voluntarily •This often accompanies neurological disabilities such as cerebral palsy, seizures range from mild to severe •Condition results in impaired mobility, usually paralysis of legs; may also include mental retardation or lack of bladder and bowel control •Leaves the child unable to control parts of his body, especially the limbs	•Provide an accepting environment of warmth, tolerance •Develop motor abilities in the child through special materials, special aids, and supports for mobility and through special methods provided by the physical and/or occupational therapist •Develop language and speech, especially in the cerebral-palsied child, since this is the primary area where the majority are retarded or defective •Develop in the child the psychological factors of visual and auditory perception, discrimination, memory, and factors of intelligence
Emotionally Handicapped	•An inability to learn which cannot be explained by intellectual, sensory, or health factors •Inability to build or maintain satisfactory interpersonal relationships with peers and/or teachers •Inappropriate types of behavior or feelings under normal circumstances •A general pervasive mood of unhappiness or depression and/or a tendency to develop physical symptoms or fears associated with personal or school problems	•Accept the child as he is and know the individual child •Establish positive relationship •Determine goals •Try to find cause of the child's behavior •Use resource personnel

SPECIAL NEED	CHARACTERISTICS OF	TEACHER INTERVENTION
Gifted / Talented	•Has advanced vocabulary •Has quick recall of factual information •Grasps underlying principles •Persistent in task completion •Strives for perfection •Gets bored with routine tasks •Has great curiosity about many things •Has great originality in problem solving •Self confident •Adapts easily to new situations	•Build additional language skills •Provide "concrete things" for them to explore by taking apart and reassembling •Offer more complex materials or advanced information •Offer enriched curriculum •Use instructional materials that foster problem solving and encourage development of creative ideas
Language / Speech	**Language:** •Silent much of time •Does not respond to questions •Verbal responses do not directly answer question asked •Verbalizations are unclear or muddled •Has to search for words •Hesitant to engage in verbal interaction •Uses words and sentence patterns that are immature •Level of vocabulary development low **Speech:** •Substitutes one sound for another •Omits sounds •Distorts sounds •Voice too loud or too soft •Pitch too high or too low •Voice consistently hoarsly harsh or breathy •Rate of delivery too fast or too slow •Disruption in normal flow of speech •Words prolonged •Syllable or sounds repeated excessively	•Refer child to speech therapist or Special Education Coordinator •If the child doesn't qualify for speech therapy, consult with speech therapist for intervention procedures
Abused	•Introverted, passive behavior •Lack of expression such as sadness, anger, and joy •Non-communicative behavior •Shy and fearful •Wanting desperately to do what is right	•Establish positive relationship with child •Show available filmstrips on neglect and abuse •Document occurences •Report to school nurse and local child welfare agency •Confidentiality •Develop awareness that these children exist in all socioeconomic levels

SPECIAL NEED	CHARACTERISTICS OF	TEACHER INTERVENTION
Neglected	•Abandonment •Frost bite, sunburn •Medical, dental neglect •Sores or injuries that do not heal normally •Malnourished •Complaints of hunger •Eating other children's food	(Same intervention as described in section of the abused child)

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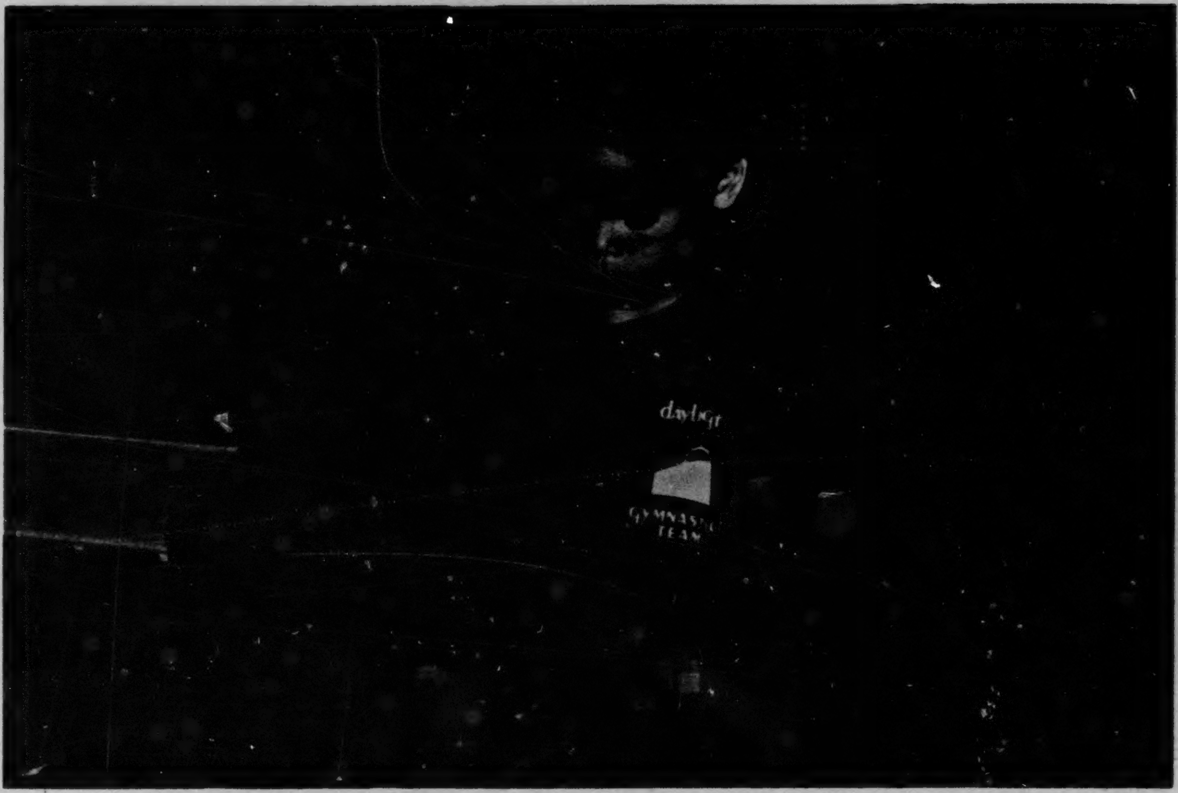
The Learning Environment



THE LEARNING ENVIRONMENT

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THE LEARNING ENVIRONMENT

The concept of the kindergarten is best realized in a prepared environment — an environment that reflects the philosophy of the program and one in which the principles of child development and learning theory can fluorish. **"The more new things a child has seen and heard, the more he wants to see and hear. The rate of a child's intellectual growth, then, is a partial function of his environmental opportunity and circumstance." (Piaget)**

GENERAL PROCEDURES AND SPECIFICATIONS FOR RENOVATING OR CONSTRUCTING CLASSROOM FACILITIES FOR KINDERGARTEN STUDENTS

•Any school district which plans to renovate or construct classroom facilities for the purpose of having kindergarten classrooms must follow the procedures outlined by the **School Building and Transportation Division of the Mississippi State Department of Eduction** and **Kindergarten Guidelines.** It is important to study and follow all the rules, regulations, and procedures. (A copy of "Procedures For New Projects" may be obtained from the State Educational Finance Commission.)

•School districts that have to renovate or construct classroom facilities should contact the Educational Finanace Commisssion concerning funding. Whenever funds are available from the EFC, $5 per square foot is allowed for renovation and $15 per square foot is allowed for new construction.

•Any renovation or new construction project should take into consideration energy conservation measures such as wall and ceiling insulation, insulated windows, energy efficient equipment, and timing devices for turning heating and cooling equipment off and on. It is also suggested that attention be paid to needed acoustical treatment.

APPROXIMATE COSTS

A. Maintenance / Operation - Many variables that must be considered to fairly project maintenance / operation costs. Some fo the variables that must be considered are:

1. Type of construction and the amount of insulation.
2. Is energy efficient equipment being used for heating and cooling?
3. Rates being charged by the local utility companies. Rates vary throughout the state.
4. Geographic location of the school district. Temperatures differ as much as 25° to 30° from the north end of the state to the Gulf Coast.
5. Does the district do its own maintenance work or do they hire outside electricians, plumbers, carpenters, etc.?

B. New Building Construction (refer to the **Mississippi State Department of Education Kindergarten Guidelines**)

C. Modular Building / Classrooms (approximately $8 less per square foot than construction costs)

D. Renovation

E. Playground - many variables come into play, but the primary concerns are the amount and types of playground equipment, installation costs, maintenance costs, and landscaping costs. A quality playground can cost as much or as little money as is available. It is impossible in today's world of fluctuating prices to place a cost estimate on a piece of playground equipment due to inflation. With careful planning and a little effort made to acquire donations of stumps, lumber, poles, hardware, and labor, the costs can be kept minimal. On the other hand, large school supply companies now offer attractive wooden play units that can reach exorbitant prices.

The chief cost of building a playground is the labor cost. Many school systems can reduce the cost by having shop classes act as the construction workers. Parents are also willing to work as "weekend builders" in many cases. One way to promote community support is to ask parent groups, local businesses, or civic organizations to donate one piece of equipment, and to decorate the structure with a small metal plaque in their honor.

THE INDOOR ENVIRONMENT

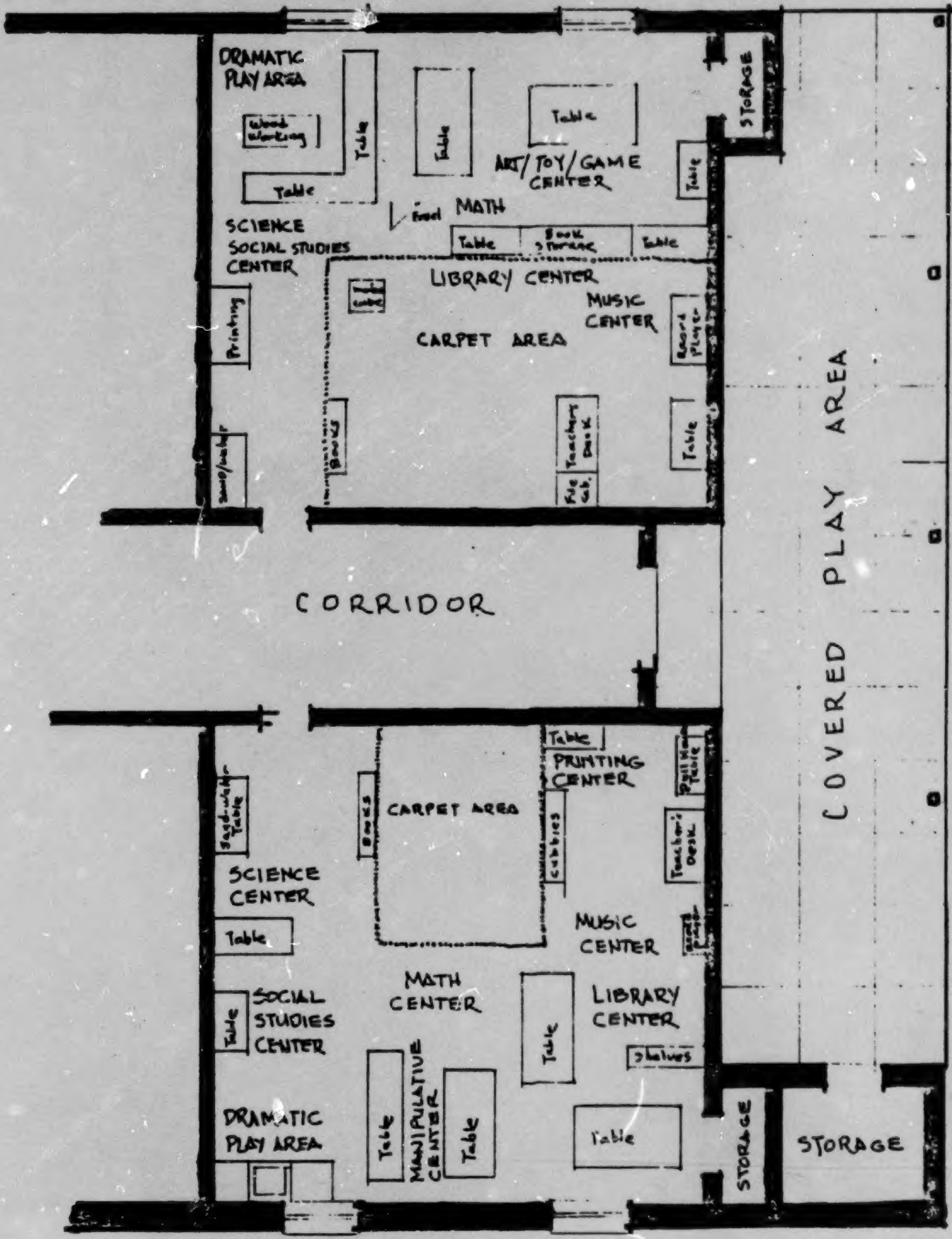
The indoor environment will be influenced by the physical plant. After determining whether a new structure is to be built or whether an existing structure will be utilized, room arrangement must be planned. The learning center concept of physical space is one which accommodates the theoretical principle of "learning by doing."

Learning centers are designated areas within a classroom that are equipped to enhance the development of skills and concepts pertinent to the kindergarten curriculum. They may be used by individual children or small groups of children.

Learning centers divide a classroom in such a way that children are invited to make choices and are encouraged to share in the responsibility for their learning. Learning centers can be designed and equipped to whatever monetary resources allow; however, the classroom should be equipped to meet the needs of approximately twenty-two (22) children. Learning centers should be flexible, with emphasis on the curriculum. Centers suggested for use in the kindergarten include:

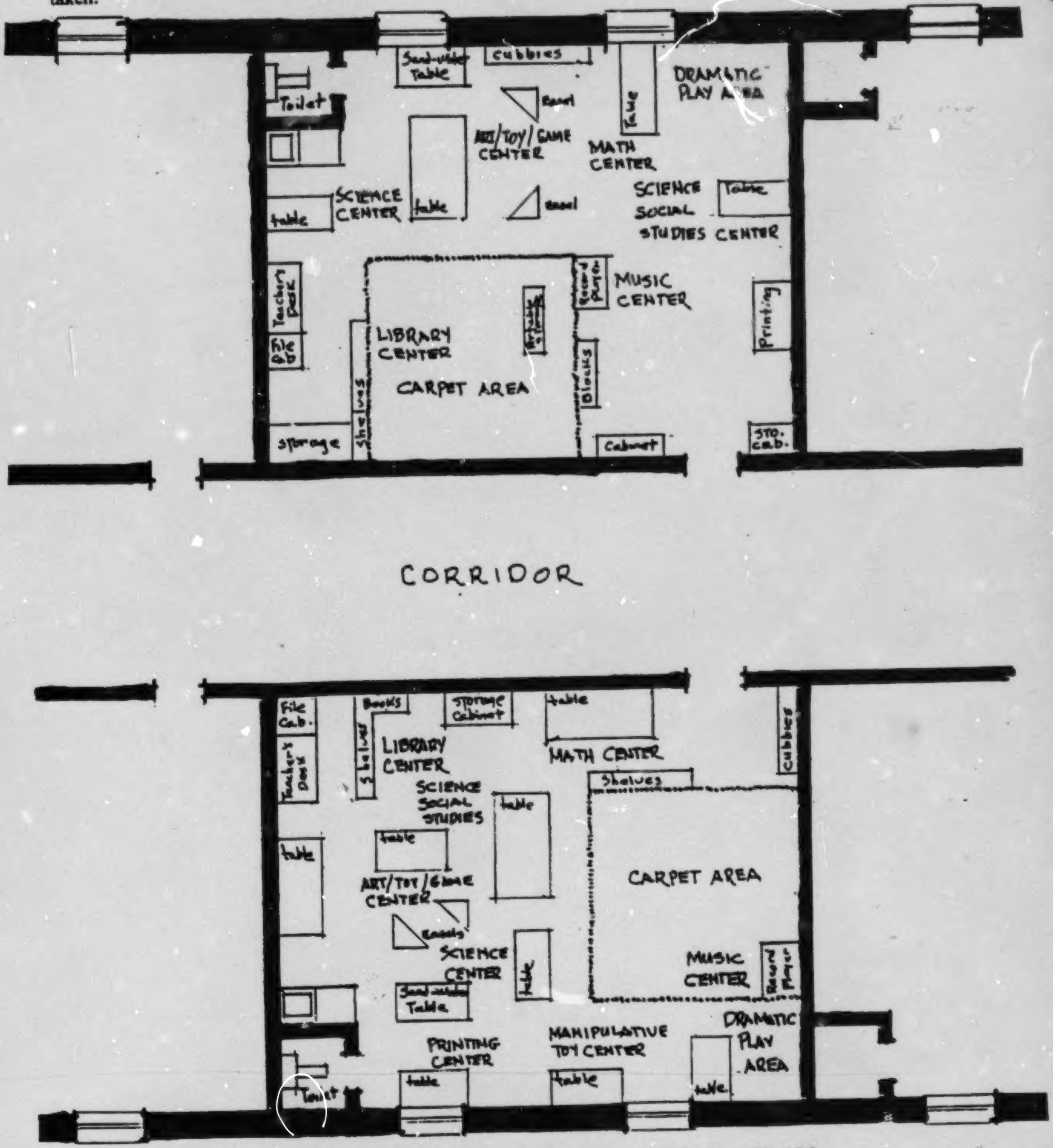
1. **Creative Art** for helping children develop self expression, visual perceptual abilities, and pre-writing skills.
2. **Housekeeping / Dramatic Play** for helping children develop language and social skills, as well as to provide an emotional outlet.
3. **Block Building** for helping children develop problem solving, logical thinking, and motor skills.
4. **Science / Social Studies** for developing motor, perceptual, language, and cognitive skills
5. **Math** for helping children develop mathematical concepts through problem solving and logical thinking.
6. **Music** for developing language and perceptual skills.
7. **Woodworking** for developing motor and perceptual skills.
8. **Language / Library / Printing** for developing speaking, listening, pre-reading, pre-writing, and reading skills.
9. **Sand / Water** for developing motor, perceptual, language, and cognitive skills.
10. **Manipulative Toys** for developing fine motor skills, logical thinking, and cognitive skills.
11. **Cooking** for developing logical thinking, good hygiene, and language skills.
(Correro and Turner)

The following floor plans are diagrams of actual classrooms that have been renovated for a kindergarten in an existing elementary school.

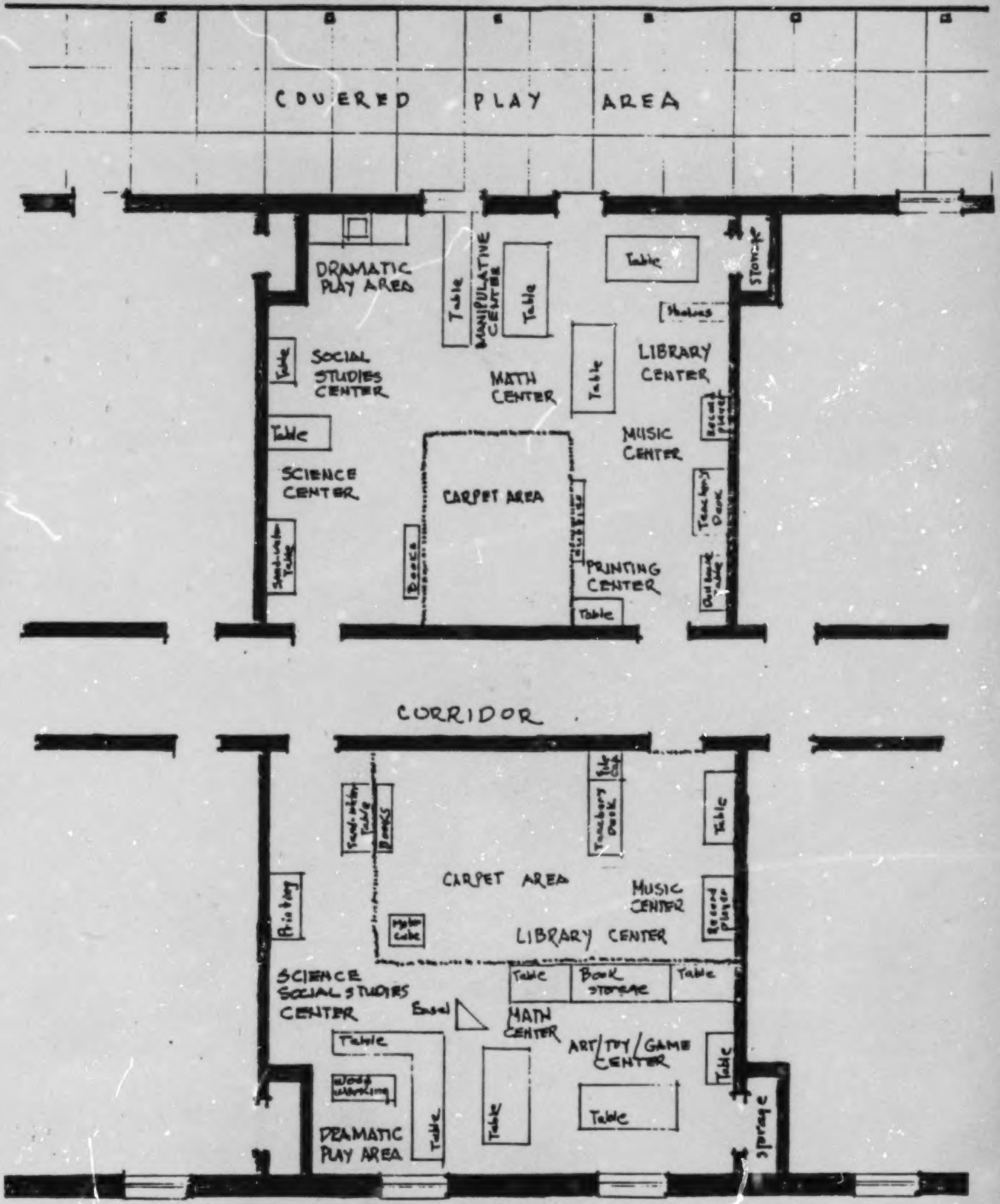

DRAMATIC PLAY AREA
Wood Working
Table
Table
Table
Table
ART/TOY/GAME CENTER
STORAGE
Table
MATH
Easel
SCIENCE SOCIAL STUDIES CENTER
Table
Book Storage
Table
LIBRARY CENTER
Printing
Book Cube
MUSIC CENTER
Record Player
CARPET AREA
Books
Teachers Desk
Table
File Cab.
Sand/water
CORRIDOR
COVERED PLAY AREA
Table
PRINTING CENTER
Pull Up Table
Sand-water Table
CARPET AREA
Books
Cubbies
Teachers' Desk
SCIENCE CENTER
Table
MUSIC CENTER
Record Player
SOCIAL STUDIES CENTER
Table
MATH CENTER
Table
LIBRARY CENTER
Shelves
DRAMATIC PLAY AREA
Table
MANIPULATIVE CENTER
Table
Table
STORAGE
STORAGE

TYPICAL KINDERGARTEN CLASSROOM PLAN
NO SCALE (Without water supply in the classroom)

The following diagrams are of kindergarten classrooms which could be considered if new construction is to be undertaken.


Sand-water Table
cubbies
Toilet
Easel
Table
DRAMATIC PLAY AREA
ART/TOY/GAME CENTER
MATH CENTER
SCIENCE CENTER
table
table
Easel
SCIENCE SOCIAL STUDIES CENTER
Table
Teacher's Desk
File Cab.
Record Player
MUSIC CENTER
LIBRARY CENTER
CARPET AREA
Printing
Blocks
Shelves
storage
Cabinet
STO. CAB.
CORRIDOR
File Cab.
Books
Storage Cabinet
table
cubbies
Teacher's Desk
Shelves
LIBRARY CENTER
MATH CENTER
Shelves
SCIENCE SOCIAL STUDIES
table
table
table
ART/TOY/GAME CENTER
CARPET AREA
Easels
SCIENCE CENTER
table
MUSIC CENTER
Record Player
Sand-water Table
DRAMATIC PLAY AREA
PRINTING CENTER
MANIPULATIVE TOY CENTER
table
table
table
Toilet

TYPICAL KINDERGARTEN CLASSROOM PLAN
NO SCALE


COVERED PLAY AREA
DRAMATIC PLAY AREA
MANIPULATIVE CENTER
Table
Table
Table
Storage
Shelves
SOCIAL STUDIES CENTER
MATH CENTER
Table
LIBRARY CENTER
Table
Record Player
MUSIC CENTER
SCIENCE CENTER
CARPET AREA
Teacher's Desk
Sand-water Table
Books
PRINTING CENTER
Table
CORRIDOR
Sand-water Table
Books
Teacher's Desk
Table
CARPET AREA
MUSIC CENTER
Record Player
LIBRARY CENTER
SCIENCE SOCIAL STUDIES CENTER
Table
Book storage
Table
Easel
MATH CENTER
ART/TOY/GAME CENTER
Table
Woodworking
Table
Table
Table
Storage
DRAMATIC PLAY AREA
Table

TYPICAL KINDERGARTEN CLASSROOM PLAN
NO SCALE (Without water supply in the classroom)

DIAGRAM OF KINDERGARTEN CLASSROOM WITH LOFT

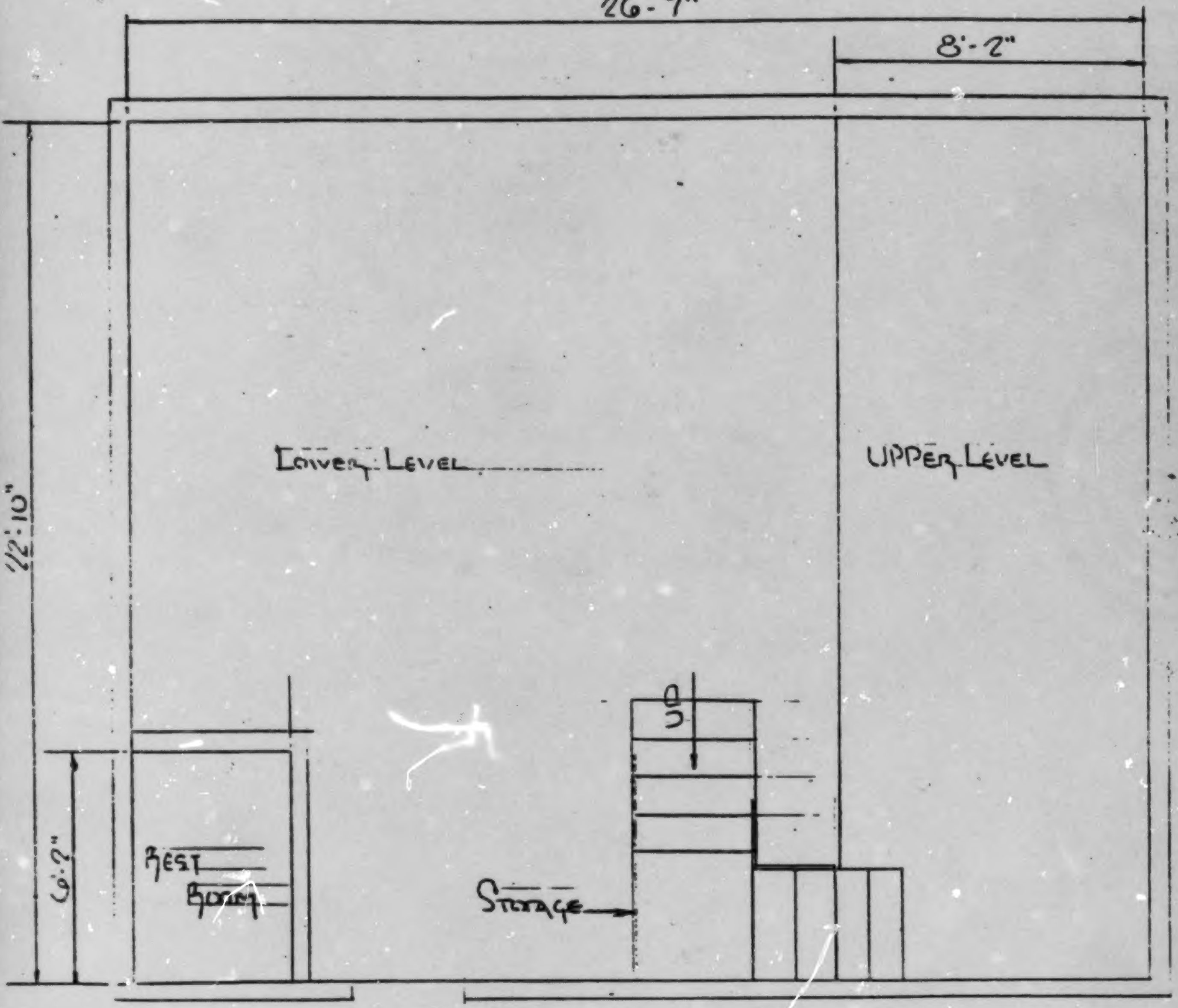
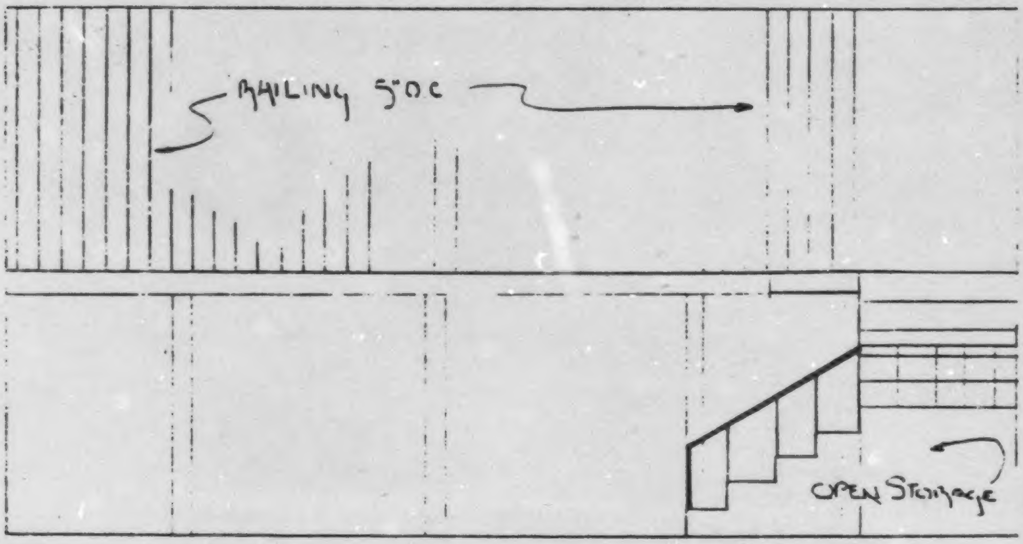

26'-7"
8'-2"
12'-10"
6'-2"
LOWER LEVEL
UPPER LEVEL
REST ROOM
STORAGE
UP

DIAGRAM OF KINDERGARTEN CLASSROOM WITH LOFT


RAILING 5"O.C
OPEN STORAGE

In designing the classroom precisely, the various pieces of furniture and equipment should be drawn to scale. Arranging the scaled drawings on graph paper will determine location and accessibility. After developing the floor plan, the following checklist to ensure that nothing has been omitted could be utilized.

CHECKLIST FOR EVALUATING INSIDE SPACE ENVIRONMENT

YES **NO**

__________ __________Pathways - you don't have to go through one area to get to another

__________ __________**Centers of Interest (Learning Centers)***

1. Art
2. Housekeeping / Dramatic Play
3. Block Building
4. Science / Social Studies
5. Math
6. Music
7. Woodworking
8. Language / Library / Printing
9. Sand / Water
10. Manipulative Toy
11. Cooking

*** May be rotated on a daily or weekly basis**

__________ __________Places for children to have privacy

__________ __________Storage Areas
__________ __________Noisy areas are together - blocks and dramatic play
__________ __________Sink close to art area
__________ __________Teacher area
__________ __________Cubbies or lockers for the children
__________ __________Dividers - may be an area rug, a storage cabinet, or a display board
__________ __________Bathrooms
__________ __________Tables for eating and playing with table toys
__________ __________Display areas
__________ __________Cots or mats with storage areas
__________ __________Carpeted areas
__________ __________Non-carpeted areas - for sand / water play or art activities **(Correro and Turner)**

THE OUTDOOR ENVIRONMENT

The outdoor environment is as important to the learning of the young child as the indoor environment, and an investment in interesting and safe playspaces will provide rich educational returns. One of Mississippi's abundant resources is the natural outdoor environment available even in the most urban areas.

QUESTIONNAIRE FOR PRELIMINARY PLAYGROUND PLANNING

1. What would you like your playground to do for the children?
2. What will be the population of the playground?
    a. Number of children
    b. Size and age of children
    c. Kind of children
3. How large is the available site? What is its terrain? What are its limitations? Are there any natural hazards?
4. Do you want your playground to become an extension of the indoor environment ... an available learning center?
5. Which areas of the curriculum could you conduct partially or completely outside?
6. What are some specific needs for your playgrounds?
7. What kinds of play should be provided for ... active, quiet, large and small muscle activity, etc.?
8. Are there any special needs for the accomodation of equipment?
9. Will there be water play? sand play?
10. Will wheeled apparatus or vehicles be used?
11. Will a storage building be needed?
12. How will the playground be supervised?
13. Who will be involved in the planning of the playground?
14. What are the financial limitations on your planning?

TYPES OF PLAY ACTIVITY

The playground environment should provide for three types of play: social play, cognitive play, and physical play. **Social play** is encouraged when the environment suggests rather than dictates the activity; when intimate, small spaces and garden-like divisions encourage children to discover each other; and when play tasks demand cooperative work and give-and-take interaction. **Cognitive play** is fostered when the playground offers choice, opportunities to make decisions, and many chances for problem-solving. **Physical play** provides sufficient challenge to involve children and at the same time provides situations in which the child can succeed according to his/her size and skill levels. In practical terms, the following principles of playground design generally hold true:

Physical Planning

Remember that children know their own potential and rarely overextend themselves. If activity and apparatus are scaled to diverse sizes and skills, children will be able to meet challenges safely without frustration.

Social Planning

Play often evolves into role-playing and the stretching of the imagination. A log can become a fire engine or a big bus, because it suggests rather than dictates play. If the log needs to be rolled or carried to another position, interaction and cooperation are essential.

Cognitive Planning

Play situations encourage continuous problem-solving and decision making and observation. The child may ask him/herself "Shall I go over or under the bridge?" "Should I walk around or crawl across the plank?" "What can I see from the top of the treehouse?" "What can I see from the bottom?"

GENERAL CONSIDERATIONS FOR PLAYGROUND PLANNING

Because we are concerned, as educators, with these three dimensions of play activity, there are several general considerations we should make in designing the play space.

- Various levels should be included in the equipment design, to provide various vantage points for learning.
- The playground should allow various types of movement on the part of the child.
- Various play events should be linked together in interesting ways. Linking devices include ramps, walkways, stepping stones or columns, overlapping platforms, ladders, balance beams or walls, rope swings, and cable cars.
- The natural terrain of the play area should be utilized as much as possible and enhanced in order to provide variety and interest. If there are no hills, hills can be built. If there is a hill, a slide down the side offers an alternative way to get down.
- Each piece of play equipment or each play "facility" should provide for several play activities. A good play structure is multi-purpose and multi-use.
- The playground should be flexible. New materials added as they are available offer excitement and encourage creativity. Large shipping crates, an old wheelbarrow, planks and tires, a painted barrel, or an old rowboat can challenge children mentally and physically.
- The number one concern in playground design is **safety**. The primary reason for playground accidents is that most playgrounds are over-crowded. There should be at least **three play events** available for every child who is on the playground at the same time. Thirty children should have ninety possibilities for play. Some facilities, such as a sand pit, can comfortably accomodate as many as five children. This provides for five play events. Other hazards to plan against include:

  sharp metal edges
  protruding bolts
  tall narrow slides
  exposed concrete supports
  heavy swinging apparatus
  standing water or mud (provide for drainage by incorporating low areas in playground design ... example: dig out a wet area for a sand pit, providing sub-layers of gravel and brick for drainage, or plant a wet area with trees or shrubbery that thrives with much water)
  sharp, pointed corners

SELECTION OF EQUIPMENT

In considering specific equipment to include on the kindergarten / lower elementary playground, the developmental characteristics of pre-school children should be carefully studied (see preceding pages).

In Appexdix B are several suggestions for equipment design and working drawings providing enough detail for builders to use as guidelines for construction. Also included in Appendix C are plot plans incorporating the suggested designs. These could easily be adapted to fit a variety of needs. Included in the plans are examples of equipment encouraging active play such as sliding, balancing, climbing, jumping, swinging, and crawling. Specific components of suggested plans and notes concerning each follow:

Slides

- Involve social interaction and participation, large muscle activity, and an on-going flow of movement. Encourage the child to "trust," as the body's equilibrium will soon be recovered.
- Should offer a choice of ways to get down (exit steps or ladders as well as slick surfaces).
- Should have a wide platform at the top.
- Should be wide enough to let more than one child go down at once.

Swings

- Give a choice of equilibrium base (seat, height, etc.).
- Foster the exhilarating sense of flying.
- Provide for a need to challenge space levels and movement speeds.
- Encourage balance adjustment and muscular tightening and loosening.
- Help foster trust.
- Encourage social interaction and participation.
- Aid pectoral muscle development.

Horizontal Ladder

- Develops muscle of forearm
- Provides for rhythm, eye-hand coordination, and balance.
- Allows for a challenging experience with space levels and ways of manipulating the body across the space below.
- Provides a link between play structures or areas.
- Should be four feet wide so one child can pass another.

Climbing Structures

- Basic to gross motor skills and body control.
- Provide hiding, social interaction, problem-solving, and choosing opportunities.
- Can link trees together, creating several directions and dimensions for the climber.

Platforms

- Provide multi-use and multi-level centers to incorporate a variety of equipment such as ramps, slides, jumping-off stations, climbing apparatus, etc.
- Can encourage climbing, sliding, hanging, jumping, swinging, crawling, hiding, balancing, social interaction, participation, and social cooperation.
- Can encourage dramatic and imaginative play as well as physical activity.
- Should provide several exits from each elevation.

Tunnels

- Can be placed above or below the ground.
- Can be made of metal, wood, or a series of tires.
- Should not be so long that a child cannot see light at the end.
- Can be granulated as to the degree of enclosure

Benches

- Should be clustered and should face one another to maximize opportunities for socialization.
- Can be used as balance boards to link various equipment.

Sand Areas

- Provide sensory stimulation.
- Give background for later ability to conserve.
- Provide for solitary, parallel, and cooperative play.
- Offer an opportunity to work with a continuous substance not provided by any other playground material except water.

Areas Under Platforms

- Can become forts, playhouse, grocery stores, or other enclosed spaces.
- Provide quiet places to work or think.

MATERIALS USED IN DESIGNS

Since wood is one of the best materials for building playground equipment, it is the basic material used in the designed provided. Wood has a natural warmth and resiliency, it is aesthectically pleasing, and is the best material to use if playground construction is to be done by amateurs. The lumber should be carefully inspected for quality before it is purchased. Other points to consider include:

1. Store lumber properly during construction, keeping it covered and off the ground.
2. Sand all wood surfaces well before and during building.
3. Cover all wood with a safe preservation and sealer, especially exposed surfaces and any wood below ground level.
4. Routine safety checks should be performed. Maintenance for wood construction is no more difficult than for other materials, but occasional repair work and some replacement of weak boards must be done.

Generally, unless otherwise indicated in the plans, the wood used in the construction of the playground equipment consists of cedar or pine posts used as supporting members of tree houses and large structural type equipment, number two grade pine framing, and exterior marine plywood. Where rigidity is needed, posts should be set in concrete. Posts and the horizontal climbing trees should be stripped of bark. Wood edges and splintered areas should be rounded and sanded. All wood should be treated with a non-toxic wood preservative.

To add color to the playground wood stain can be used and requires little maintenance. A few of the smaller pieces such as boxes can be painted, adding variety and brightness.

Galvanized metal should be used for the slides, horizontal bars, fastenings and hardware. Metal fastenings should be checked periodically for rust spots and weakening of linkage in the chains. When rope fastenings are used, allow for stretching. Tighten when necessary. Remember to place sand at the bottom of slides and in other locations where children are constantly landing or falling.

LANDSCAPING

Proper landscaping adds to the beauty of an area. In the large playground the planting of desiduous trees is recommended, to eventually provide shade and structural elements if any additional equipment is desired. The particular element will add a natural flavor to the environment.

The play area should be treated as a small play park, with low slow-growing plants around paths and grassy areas, and along fences. A few trees should be planted to be used as suggested above. A rock garden also provides a science observation and participation area. Large potted plants may be set in out-of-the-way places on the hard surface areas.

The Secret Garden, in the second plot plan given in Appendix C, should be landscaped in such a manner that the passer-by is led from one attraction to another. Special attractions might be provided ... a rain guage, a weather vane, a bird bath, etc. This helps to make children aware of the elements necessary to maintain a balance of nature. Small blooming trees and low shrubs and/or flowering plants in beds will add considerably to the attractiveness and inviting quality of the garden. Instructions for building the equipment shown on the plot plans are found in Appendix B. **(Dilley and Smith)**

CHECKLIST FOR PLAYGROUND EVALUATION

After designing the playground it is wise to build a model before beginning construction. This need not be a scaled model, but can even be constructed of old boxes, cans, sticks, and other junk materials. The three-dimensional model will give more of an idea of any problems that might be encountered in a real playground than can a drawing. After completing the model, use the following checklist to evaluate the plan.

YES	NO	
________	________	Are there any areas where traffic is likely to be a hazard?
________	________	Is a child coming down from one piece of equipment automatically drawn to another?
________	________	Is an area provided for quiet dramatic play away from active play areas?
________	________	Is the number of play events provided three times the number of children who will be using the playspace at one time?
________	________	Is there a storage space for temporary equipment?
________	________	Does each piece of equipment have more than one purpose and more than one use?
________	________	Does the equipment lead children to several different spatial levels?
________	________	Is provision made for creative activity through manipulative materials, construction materials, sand and water play, etc.?
________	________	Is the playground aesthetically appealing and does it provide various colors and textures, natural garden or growing areas, pathways, and other landscaping details?
________	________	Is provision made for social, cognitive and physical play?
________	________	Is the play area as safe as possible, and is it completely fenced to ensure safety from external hazards?
________	________	Is the area likely to be stimulating and exciting for children?

DAILY SCHEDULES

The daily schedule should allow time for both active and quiet activities. It should also provide a balance between teacher-directed and child-directed experiences. **(Correro and Turner)**

Child directed experiences are frequently referred to as free play. Preparation for free play is made by the teacher prior to the arrival of the children. Each child has a choice to work (play) with a variety of basic media, such as, art supplies and manipulatives. If a child chooses not to work independently, the child may join a small group activity which may consist of playing with blocks, enjoying the sand / water table, the woodworking bench, or listening to records.

The children should be responsible for cleaning up any clutter generated by free play time. For example, they should replace media and materials to assigned shelves and make the room neat.

After free play time, the children and the teacher should be seated on a carpeted area. The teacher should encourage the children to share verbally any experience or item of interest, thus stimulating and emphasizing language development. During this block of time, the teacher should take the opportunity to incorporate some specific teaching concept pertaining to the planned unit of study.

The child then should have the option of working in a learning center which best fulfills his/her needs. During center time the teacher should work with individuals and small groups to help expand and clarify the experiences which have been introduced in group time and to help children develop skills in areas in which they show a weakness. After center time each child is again expected to assist in clean-up activities.

Outside play provides an opportunity for individual, large and small group motor activities, both teacher directed and child directed. Outside play provides opportunities for cognitive, perceptual, motor, social, and creative growth.

Snack time offers an opportunity to prepare the snacks and to distribute them. Through this activity children learn cooking skills which employ reading, math and science skills. They learn about nutrition, and they develop social skills.

During rest time, the children should be encouraged to quietly look at books, listen to selected records or rest. Thus, the child learns to relax and is given the opportunity for his/her body to rest. This can be translated into good health habits by the teacher.

A second group time often includes musical or physical activities to provide a change of pace that young children need. Also, books are specially selected and read to compliment the specific unit of study. An attempt should be made to evaluate the day's activities by summarizing with the children all important events of the day.

Consider the following schedule as one that might be followed in a kindergarten classroom:

SUGGESTED DAILY SCHEDULE

TIME		**ACTIVITY**	**PURPOSE**
7:45 - 8:00		Arrival	Develop good self concept, language skills
8:00 - 9:00		Center Time*	Develop direction, responsibility
	1.	Art	Develop self expression, visual perception pre-writing skills, creativity
	2.	Science	Develop questioning, probing, problem solving skills
	3.	Dramatic Play	Develop language, social, and divergent thinking skills; provide emotional outlet
	4.	Manipulatives	Develop fine motor, logical thinking, and mathematical skills
	5.	Block	Develop problem solving, logical thinking, mathematical, and motor skills
	6.	Music	Develop listening skills, motor skills, and self expression
	7.	Library	Develop love and appreciation of books, and reading readiness background
	8.	Language Arts	Develop communication skills

	9.	Math	Develop classifying, ordering, and comparing skills
	10.	Sand / Water	Develop language, science, and mathematical skills
	11.	Woodworking	Develop motor skills and creative thinking skills
	12.	Cooking	Develop logical mathematical thinking and language skills
9:00 - 9:15		Clean Up	Develop responsibility and cooperation

*** Selected centers are chosen by the teacher from those listed for use daily and/or weekly. The choice should vary from week to week based upon the skills to be taught.**

9:15 - 9:40	Group Time	Develop language and motor skills, self-control, mutual respect
9:40 - 10:00	Snack	Provide nutritional supplement, develop language and socialization skills
10:00 - 10:30	Outdoor Play or Large Motor Activity	Develop language, motor, socialization, and creative thinking skills
10:30 - 11:00*	Group Time Evaluation Clean Up	Develop appreciation of literature; development of unit theme Summarize, reflect, plan. Develop responsibility and cooperation
11:00 - 11:30	Lunch	Provide nutritional supplement and develop socialization skills
11:30 - 12:15	Quiet Time	
12:15 - 12:30	Group Time	
12:30 - 1:00	Outdoor Play / Large Motor Activity	
1:00 - 1:15	Snack (optional)	
1:15 - 2:30	Center Time	(refer to those listed above)
2:30 - 3:00	Clean Up / Group Time / Evaluation / Dismissal	

*** Half day programs would end at this time. The morning schedule can be repeated for the afternoon session.**

CHECKLIST FOR EVALUATING SCHEDULES

YES	NO	
__________	__________	Begins with a friendly, informal greeting of children
__________	__________	Beginning group activity
__________	__________	Physical needs (i.e. tolieting and eating) cared for at regular intervals
__________	__________	Balance between physically active times and rest
__________	__________	Fits program philosophy
__________	__________	Balance between indoor and outdoor activities
__________	__________	Balance between group and individual times
__________	__________	Balance between child-selected and staff determined activities
__________	__________	Flexible schedule
__________	__________	Ends with general evaluation of activities
__________	__________	Ends with straightening of indoor and outdoor areas
__________	__________	Ends with a hint of "what we will do tomorrow" and a farewell

Time should be taken to develop the schedule; it should be written down; and then the checklist used to insure that nothing has been omitted.

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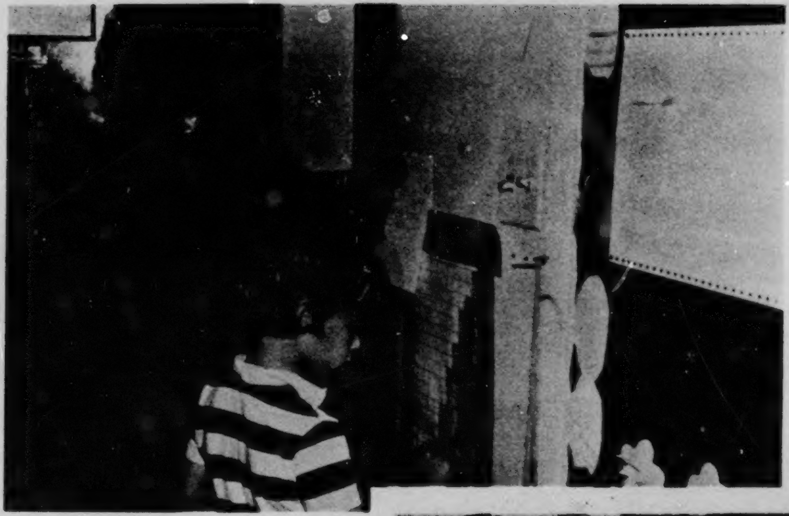
Program Curriculum



PROGRAM CURRICULUM

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PROGRAM CURRICULUM

A well planned, efficiently organized curriculum helps to support each child's development while greatly influencing all the learning that follows. By creating a favorable learning environment, which takes into consideration the general knowledge of growth and development, the wide range in rate, timing and past experiences; children are more likely to reach their potential. All five year olds need opportunities for developing socially, physically, emotionally, and intellectually.

This section of the resource handbook attempts to provide administrators and teachers with information concerning the development of a challenging, comprehensive curriculum based on the developmental needs of five year olds.

WHO DETERMINES THE CURRICULUM?

Each child arrives in kindergarten with an individual pattern that mirrors all past experiences. Much of the child's early education results from the participation in family and community activities. **(Piaget 1969)** The continued need for nurturance during the transition from home to school necessitates association with input from the child's family and community. To gain needed information for the curriculum design, one or all of the following might be pursued.

1. Acquire information at registration concerning child's background experiences. This will be utilized by the teacher as a basis for individual curriculum planning for each child. (See sample registration form, Appendix D)

   -Past health history and health problems
   -Past developmental experiences (self-care activities, language fluency, etc.)
   -Geographical locations family has resided
   -Child's special interest and abilities
   -Proximity to school and transportation needs
   -Nutritional status and possible food allergies
   -A listing of other family members or those involved in daily care of the child.

2. Circulate a questionnaire requesting specific feedback from prospective kindergarten parents. A listing of proposed school procedures / policies might be included to serve as a beginning orientation. The completion of a needs assessment should secure some of the information listed below which can be utilized for development of the curriculum design.

   - Are necessary services needed by child / family available and assessible?
   -What are main businesses / industries employment parents, operational hours and unemployment levels?
   - What is status and quality of child care?
   - What family pattern (single, extended, i.e.) predominates?
   - What strengths are present in the culture; diversity of the community?

WHAT SHOULD A KINDERGARTEN CURRICULUM INCLUDE?

Curriculum can be defined as a plan for providing learning opportunities for the achievement of broad goals designed for specific school population. This plan for learning, consists of a systematic arrangement of time, materials, and tasks.

Curriculum content planning involves thinking about what is to happen, why it is to occur, and how desired results will be achieved. To do this, five important principles concerning the nature of children and how learnng occurs should be considered:

1. Children learn as total persons (emotionally, socially, physically, as well as intellectually). **(Kamii, C., 1971) (NAEYC, 1983)**
2. Children proceed through similar stages of development, but at individual rates. **(Piaget and Inhelder, 1969)**
3. Children learn when many of the senses are involved (hearing, seeing, touching, tasting, and smelling). **(Burgess, 1965) (Barbe, Swassing, and Milone, 1979)**
4. Children learn through active involvement (exploring, manipulating, problem-solving, and playing.) **(Hartley and Goldenson, 1952)** "Play is the principle means of learning in early childhood. It is the way through which children reconcile their inner lives with external reality." **(Plowden Report, 1967) (Almy, 1984)**
5. Children learn through attitudes as well as through content. The way a child learns is just as important as what a child learns. **(Cohen & Rudolph, 1977)**

Planning a challenging, comprehensive curriculum content, based upon developmental needs of young children should include the following:

PROGRAM GOALS AND OBJECTIVES

Goals are generally stated in broader terms than objectives and provide the foundation and reasoning base of the program.

Example: "The child will be able to verbally express himself by using an increasingly wider range of vocabulary and length of syntax."

After identification of program goals, specific behaviors indicative of having reached the goal should be identified.

Example: "Given a familiar object, the child will identify by name, using at least a three word sentence to describe, 80 percent of the time." (or 2 out of 3 attempts)

Objectives are useful in helping an administrator or teacher think seriously about which goals for children have the greatest value; and for defining clearly how one knows the child has reached a specific goal. However, careful consideration should be given to avoid specifying such tiny points that the real substance of education is bypassed.

SCHEDULING

The length of day will probably be determined by each district's availability of classroom space, number of children and transportation. Ideally, the full day program is reported to be more advantageous for children mainly due to an increase in hours devoted to individual for learning. **(Henrick, 1980)** Half-day schedules present a special problem for children who have been accustomed to an afternoon naptime.

Whatever the length of the day, careful planning and flexibility represent key ingredients to achievement of child potentials. (See Daily Scheduling, Learning Environment Section) The scheduling of curriculum activities will either build the child's feelings of security or accentuate insecurities. The routine designed to support a child's development should permit modification and breadth in providing differences. Schedules should not be dominated by clock hours in a minute to minute fashion. Both structural and free activity time are planned through utilization of broad units of study and learning center activities.

CURRICULUM CONTENT AREAS

Just as social, emotional, physical, and intellectual development do not occur in isolation, understanding concepts in math, language, and other content areas does not develop in an isolated way. However, for the sake of organization, separate content areas will be addressed individually on pages which follow.

1.) Language Arts

Communication skills are crucial to a child's acquisition of personal and later academic achievement. Each child arrives in kindergarten with individual developmental and cultural patterns that provide insights to past experiences. These are utilized for building a rich communication repetoire based upon speaking, listening, writing, and reading readiness experiences. Kindergarten teachers shoud be respectful of any cultural or second language abilities when planning activities for building verbal communications. These listening and speaking opportunities arising from the natural, integrated experiences, will foster maximum improvement of each child's vocabulary, sentence structure, and appropriate sequence abilities. **(Illinois Curriculum Guide, 1980)** Openly or harshly correcting a child's language tends tends to inhibit growth.

The language experience approach will facilitate the learner's usage of language and thinking, as a foundation for reading instruction. This approach has been of tremendous value at this readiness stage of development. **(Strickland, 1966) (Leeper, et. al, 1984)** The strength of any reading program is embedded in a strong language development program. Care should be taken that reading readiness activities not deteriorate into meaningless drill workbook experiences.

2.) Social Studies

Children need to have guidance as they acquire basic concepts, ideas, and beliefs about society and the world in which we live. These understandings should be related to interests that arise naturally from daily living experiences. Activites should be aimed at developing an appreciation of the interrelationship of individuals in the family, school, and community. The practice of important social habits and the encouragement of greater independence in democratic group living should be of paramount importance.

3.) Art

The classroom environment which provides for a variety of art media is one that will be both stimulating and challenging to every child. Through non-structural "hands-on" activities visual discrimination, eye-hand coordination, and small muscle development is enhanced. One of the more predominant reasons for including art activities in the daily schedule is the expansion of a child's capacity for creativity. Young children begin with basic simple materials using a variety of colors which have been introduced one at a time. Later, more complex techniques and materials are added to the art center activities. Motivation is the key to creativity and independence, but both are supported through guidance toward individuality. **(Oklahoma Curriculum Guide, 1981)**

4.) Science

Science activities which utilize an inquiring, problem solving approach, permit children to draw information from their experiences and develop understanding about the world around them. The young child's natural sense of wonder is broadened as each matures and develops concepts. Simple, appropriate materials provide accurate ideas which are extracted from the environment. Topics for study include the nature of living things, our bodies, the earth, the universe, matter and energy. Also important is a curriculum process which includes observation, classification, recognition of space/time factors, and measurement.

5.) Mathematics (Number Readiness)

Experiences with numbers have been a part of a child's environment long before entering kindergarten. But the range of experience with and the context in, varies greatly. Each child can be helped to continue development of arithmetical understandings through activities that require them to describe, count, compare, order, measure, record, and prove the exactness of specific information. It involves vocabulary development, use of symbols, games, and appropriate materials which are selected by a teacher with an understanding of mathematics and how a young child learns.

6.) Music

Kindergartens need spontaneous as well as planned musical experiences to reinforce and facilitate concepts introduced to children through units of study. Individuality should be encouraged because every child will have his own way of making and responding to music. Rhythm, games, singing, dramatics, playing instruments, and moving to music are musical experiences planned to reinforce other content areas. These activities will become more complex throughout the year as children develop confidence, motor control and learn to express ideas. Music is a special content area that every child will enjoy if teachers maintain an experimental and creative attitude. Appreciation and sheer enjoyment are the first steps in attainment of these goals.

7.) Motor Development

An essential part of the total kindergarten growth process is the development of large and small muscles and motor control. A simple inventory of skills is of value in identification of possible developmental delays. Specific activities are then planned for guiding the child toward improvement. Since children experiment with all types of movement, this area will usually be pursued enthusiastically. Exposure to a wide range of inside and outside activities and games will develop not only physical strength, but cultivate the ability to pay attention, follow directions, instill habits of fair play, and encourage group social interactions. The key to success is a teacher who understands child growth and development as well as enjoys being a participant.

8.) Health Education

No other content area contributes to or takes away from the learning process as much as the health of a child. Stamina and endurance are dependent upon adequate nutrition and rest. All affect the child's ability to attend and ultimately grasp concepts. Even though parents carry the greater responsibility of teaching these concepts, the school experience must be filled with opportunities for learning how to maintain physical and emotional health. Charts and "weigh-ins" are helpful for emphasizing growth. Daily health checks by the teacher will often identify minor problems before they become major.

9.) Play

Play enriches all our curriculum even though it is actually not a content area. Special mention is made at this point because play is considered synonymous with leisure time. Knowledgeable early childhood staff realize it is "the work of the child" through which he/she prepares for adult roles. When guided by a teacher who believes this, a firm foundation for later studies is laid. All through the day, the routine is interspersed with small and large group play. Through observation of child activities, much is learned about each personality and past coping experiences. An environment which permits discovery (play) will be more likely to assist in the attainment of potentials. **(Almy, 1984)**

INTEGRATION OF CURRICULUM ACTIVITIES

Learning should be interwoven throughout the school day and throughout the whole curriculum. Skills taught at the receptive moment have an enhanced meaning to the child. A child asking to write his/her name may take a greater pride in this achievement and be more highly motivated than the same child if asked to perform the same at a "writing lesson." An array of learning centers permits all children to be actively learning at the same time so that activities are presented in the natural way children learn.

Integration of content areas means that most subjects are learned simultaneously. This differs from the classic upper grade instructional manner where the teacher alternates between working with a group of children in one particular subject while the rest of the class is doing quiet seat work, or instruting the entire class using a lecture method of instruction. The following excerpt clearly illustrates how concepts from many subjects area disciplines are integrated into a simple cooking activity. **(McCarthy and Huston, 1980)**

> **Suppose you and some of the children decide to cook scrambled eggs one day. If a recipe is involved, it may be read and explained before and during the activity. This involves an exercise in basic language and mathematical concepts. The group must decide which bowl, pan, and cooking utensils to use. Here, at the very least, you are dealing with logic and the rudiments of science. Counting eggs and measuring ingredients involve further contact with basic content information. Colors, weights, smells, tastes, textures, and shapes will probably be discussed. The origin of eggs might be of interest. As the eggs cook, some children may want to know about heat and how it cooks the eggs. Once the eggs have cooked, of course, they must be served. This involves one plate and a spoon or fork for each child and the portioning of eggs. If you think about it for a moment, these activities involve elementary, but very definite contact with the basic mathematics (one-to-one relationships, measuring, division, geometry) and science (biology, physics, chemistry). Furthermore, this activity provides a perfect opportunity for you to comment on the nutritive value of the food and on the digestive process, thereby bringing your pupils into contact with anatomy, biology, and the principles of health and nutrition.**

The potential for learning at different levels is enormous in any activity that captures and hold the child's interest. Frustration is guaranteed for those who favor drill and skill instruction that is presented in isolation and apart from the child's world.

WHAT IS THE PROCESS FOR DEVELOPING A SYSTEMATIC KINDERGARTEN CURRICULUM?

The process for developing a systematic curriculum is illustrated in the following flow chart:

A SYSTEMATIC KINDERGARTEN CURRICULUM

Stating a Program Philosophy

Formulating Program Goals

Outlining a Program Design

Assessing Entry Behaviors of Students

Expanding Program Design Into Program
Description Based on Student Assessment

Developing a Program Evaluation

STATING A PROGRAM PHILOSOPHY

The general program philosophy for kindergarten programs in Mississippi is given on page iv of this guide. After reviewing this philosophy, each administrator will find it helpful to develop a philosophy, reflective of the district, similiar to the one outlined in the **State of Mississippi Guidelines for Kindergarten (State Department of Education, 1984).** This can be written down and reviewed as the program matures.

FORMULATING PROGRAM GOALS

The realistic goals for kindergarten education are found on page v.

OUTLINING A PROGRAM DESIGN

The Mississippi School Commission on School Accreditation states the following:

> "The school shall have a written accountability and instructional management (AIM) plan developed jointly by teachers and administrators and approved by the school board. This plan shall provide a guide for effective instruction in each area of the school's curriculum.
> The school's AIM plan shall consist of three parts: the design of the instruction program, the description of the instructional program, and how the instructional program is evaluated." (p.12)

In An Administrator's Manual on Accountability and Instructional Management (Evans and Saterfiel, 1981), program design is defined as follows:

> "Program design is an outline of the content components of the curricula in an instructional program from the most general level to a more specific level. Program design provides the necessary function of a table of contents to the instructional program. Through program design, future program development will be initiated by inserting or deleting content components (p. 14."

Program design may be broken down into a hierarchy of subject area disciplines.

1.0 Language Arts
2.0 Mathematics
3.0 Science
4.0 Social Studies
5.0 Health and Physical Education
6.0 Music Education
7.0 Arts Education
8.0 Vocational Education
9.0 Special Education
10.0 ETC.

The program goals listed earlier can be adapted into a program design. While they are not in the same form as subject area listings in the other grades, one may still see how they can be utilized to write a program description.

1.0 Language Arts

K.1.1 **To help the child to enlarge his world of people, experiences, ideas, and things.**
K.1.2 **To help the child to increase competency and skills communication.**
K.1.3 **To help the child to develop a positive self concept.**
K.1.4 **To help the child to achieve intellectual growth as shown by maturation of thinking processes.**

2.0 Mathematics

K.2.1 **To help the child to enlarge his world of people, experiences, ideas, and things.**
K.2.2 **To help the child achieve intellectual growth as shown by maturation of thinking processes.**

3.0 Science

K.3.1 **To help the child to enlarge his world of people, experiences, ideas, and things.**
K.3.2 **To help the child achieve intellectual growth as shown by maturation of thinking processes.**

4.0 Social Studies

K.4.1 **To help the child to enlarge his world of people, experiences, ideas, and things.**
K.4.2 **To help the child increase competence in dealing with emotional feelings and social situations.**
K.4.3 **To help the child to develop trusting relationships.**
K.4.4 **To help the child develop a positive self concept.**
K.4.5 **To help the child achieve intellectual growth as shown by maturation of thinking processes.**

5.0 Health and Physical Education

K.5.1 To help the child to increase the skills involved in physical coordination and body mastery.
K.5.2 To help the child increase competence in self-direction and independence.
K.5.3 To help the child develop a positive self concept.

6.0 Music Education

K.6.1 To help the child to develop his/her natural curiosity and his/her creative potential.
K.6.2 To help the child to develop a positive self concept.

7.0 Arts Education

K.7.1 To help the child to develop his/her natural curiosity and his/her creative potential.
K.7.2 To help the child develop a positive self concept.

8.0 Vocational Education

K.8.1 To help the child to increase competence in self-direction and independence.
K.8.2 To help the child develop a positive self concept.

9.0 Special Education

10.0 ETC.

K.10.1 To help the child to increase competence in self-direction and independence.
K.10.2 To help the child develop a positive self concept.
K.10.3 To help the child to achieve intellectual growth as shown by maturation of thinking processes.

"K" is indicative of kindergarten.

ASSESSING ENTRY BEHAVIORS OF STUDENTS

Guidelines and suggestions for student assessment are presented in the Assessment Section of this book.

EXPANDING THE PROGRAM DESIGN INTO A PROGRAM DESCRIPTION

The next step in the systematic development of a kindergarten curriculum is to write a program description.

> "Whereas Program Design is analogus to the skeleton of the instructional management system, Program Description is the muscle and tendons which connect and cover the skeleton. Program Description fills out and gives discernible shape to the instructional program. The following three concepts are developed in producing the Program Description:
>
> Program Description:
> 1. **Output** - the specification of learner outcomes in measurable / behavioral terms (objectives)
> 2. **Process** - the description of the instructional activities (teachers and student activities) which will be utilized to accomplish a specific learner objective or set of learner objectives.
> 3. **Input** - the listing of preconditions, resources, and/or material needed to accomplish the instructional activities related to specific objective(s).

> Within the context of Program Description, the following tasks will be addressed: (1) what is expected to be learned by pupils in relation to definite instructional content, (2) how are these defined expectations to be taught, and (3) what materials and resources will be required to perform the specified teaching / learning activities."
> **(Evans and Saterfiel, 1981)**

It will be the task of individual school districts to write individual program descriptions. From examination of a school district's kindergarten level program design, one should be able to easily describe what the child will learn, what method(s) will be used for teaching the concepts, and what resources and materials are needed for learning to occur.

ORGANIZING THE ENVIRONMENT

Arrangement of classroom space is often a frusting experience especially when learning center areas are to be designated within an area which is too small. Creating a pleasant environment can make the room a more enjoyable place in which to work and play. Quiet, passive, and private places can be arranged near each other while active areas can be arranged as far away as possible. Messy activities would be manageable near a sink or cabinet area.

WHAT SPECIAL ABILITIES ARE NEEDED BY A TEACHER FOR IMPLEMENTATION OF A CURRICULUM DESIGNED FOR FIVE YEAR OLDS?

Not everyone is equipped to function as a kindergarten teacher. One must have more than a "love" for young children. One must also firmly believe that this experience is paramount for the establishment of the "readiness roots" which enhance later academic skills. Because of this belief, one views the curriculum for five year olds as being somewhat different from programs for older children. Play is not consider "leisure time", but rather a means of gaining insight about appropriate future adult roles.

Other than the necessary educational preparation and training, the following special abilities are needed to successfully implement any curriculum designed for five year olds:

Ability to guide children through the trial and error stage of learning with the awareness of establishment of the foundation of more formal concepts.

Ability to provide the appreciation and approval needed for building security and self worth.

Ability to introduce activities and arrange classroom environment to meet each child's specific needs.

Ability to capitalize on the unexpected through the unplanned daily living experiences.

Ability to deal with the child's fears and anxieties sometimes accelerated by this home to school transitional year.

Ability to question existing practices and adapt to more advantageous procedures.

Ability to build upon successes while rising above failures to "try again".

"If a child is to keep his inborn sense of wonder without any special gift, he needs the companionship of at least one adult who can share it, rediscovering with him the joy, excitement, and the mystery of the world we live in." (Carson, 1965)

HOW IS A KINDERGARTEN CURRICULUM EVALUATED?

In order to ensure that a kindergarten curriculum provides the proper learning environment there must be a precise evaluation component. A well-planned and systematic curriculum has continuous, built-in evaluation. Not only does the teacher evaluate the children daily, but she/he also evaluates her/himself. The daily assessment of children and teachers helps to focus on appropriate skills and behaviors in each area of the entire curriculum.

An example of an expanded program description for each subject area discipline (AIM plan) is found in Appendix E. Note that each example is from a unit of teaching on community helpers.

WHAT IS THE ADMINISTRATOR'S ROLE IN IMPLEMENTATION OF THE KINDERGARTEN CURRICULUM?

Elementary principals planning a new endeavor such as kindergarten, may experience feelings of uncertainty. For many, past educational training has involved other areas which may not have provided adequate information about this specific "readiness year". It is understandable then, that an administrator may have concerns when passing a kindergarten classroom, if that visualized does not resemble one's usual image of "school". A principal may see: continuous activity with peer interaction; less instruction while children are seated at desks; curriculum activities similar to "popcorn breaks" rather than cognitive drills; classroom walls representative of "generic decor" unlike the usual upper grade visual aids; the teacher seemingly talking little while providing even less visible lecture-type teaching.

An informed principal understands that all the above, plus much more is relevant. All are combined in a curriculum designed to capitalize on a child's pre-kindergarten experiences while guiding toward establishment of the "roots" of academic skill development.

If a principal is to maintain the role as "Instructional Leader" the following will assist in the implementation of the kindergarten curriculum:

Organization of a kindergarten advisory committee composed of parents and school personnel for providing feedback in linkage of school / parents.
Careful selection of a teacher who has had the special preparation to prepare a curriculum and guide children through this transitional year.
Thoughtful consideration of ways positive support and leadership can be provided to the kindergarten staff.
Investment of classroom visitation and observation time for building a broader knowledge of the special equipment and materials needed.
Provide leadership in intergration of kindergarten with other primary teaching staff for a more coordinated primary grade experience.

CURRICULUM MATERIALS

The task of selecting materials is a major responsibility. Materials selected should be based upon the following considerations: 1) safety, 2) durability, 3) flexibility, 4) instructional qualities, and 5) cost.

Materials that are in good condition indicate to the child that these are valued. Adequate amounts tell the child no pushing is needed to acquire a share. When objects are changed regularly, it suggests that this classroom is an interesting place to be. Everything and everyone in the environment provides some message to the child, so consider carefully what message the classroom environment is to represent.

An effective kindergarten curriculum encourages children to be actively involved in the learning process, to experience a variety of developmentally appropriate activities and materials, and to pursue their own interests in the context of life in the community and world.

The following criteria constitute general areas of curriculum evaluation:

1. The curriculum is planned and implemented to reflect the philosophy and goals of the total program.

2. Teachers plan realistic curriculum goals for children based on assessment of individual needs and interests.

3. The daily schedule provides a balance of activities on the following dimensions:
   - quiet / active
   - individual / small group / large group
   - child initiated / teacher initiated
   - gross motor / fine motor
   - indoor / outdoor

4. Developmentally appropriate materials and equipment which project heterogeneous racial, sexual, and occupational attributes are used.

5. Teachers provide a variety of developmentally appropriate activities and materials which emphasize concrete experiential learning and are planned to achieve the following goals:
   - foster positive self-concept
   - develop social skills
   - encourage thinking, reasoning, questioning, and experimenting skills
   - encourage language development
   - enhance physical development
   - encourage sound mental and physical health, safety, and nutritional practices
   - encourage creative expression and appreciation for the arts
   - respect cultural diversity of school personnel and classmates.
   - reflect aspects of life in a democratic society.

6. Teachers provide materials and time for children to select their own activities from several which have been planned as a part of the general unit theme.

7. Teachers conduct smooth and unregimented transisions between activities with children changing activities according to individual learning rates.

8. Teachers exhibit flexibility when necessary to change routine in order to meet needs or interests of children or to cope with weather and other situations.

9. Routine tasks are incorporated into the curriculum as a means of furthering each child's learning, self-help, and social skills. Such tasks include tolieting, eating, dressing for outdoor activities, cleaning up one's own work area, and resting.

The following section is intended to be used as an **informal** district-wide curriculum checklist. The recommendations listed below are provided to assist administrators in determining the desired setting for the optimal implementation of a kindergarten curriculum. Spaces are provided to check off various components as each becomes part of the overall kindergarten program.

CLASSROOM ARRANGEMENT AND EQUIPMENT

1. Room arrangement is such that there are several distinct areas for interest / learning centers such as those listed below.

   These centers will house the proper kinds and adequate amounts of activities, equipment, furniture, and materials for their full implementation.

   - Mathematics ______
   - Language Arts ______
   - Science ______
   - Cooking ______
   - Housekeeping / Dramatic Play ______
   - Library ______
   - Block Building ______
   - Music and Movement ______
   - Creative Art ______
   - Water and Sand Play ______
   - Woodworking ______

2. Adequate amount and variety of materials and equipment are stored where they are used. ______

3. Adequate space is provided for displaying and storing children's work and belongings. ______

4. Bathroom with child-level fixtures opening directly off each classroom or within 125 feet of that classroom. ______

   A sink in each art area or in close proximity of the art area in the classroom ______

   Easily cleaned tile flooring in each art area ______

   Electrical outlets equipped with safety covers and located every 10 feet within the classroom ______

   Bulletin boards, chalkboards, counters, etc. built at appropriate heights for children ______

   Carpeting throughout each room except in the art area ______

   Ample storage space for supplies, materials, and equipment ______

   A covered outdoor area for play, woodworking table, and sand and water tables ______

   Outdoor storage facility for outdoor equipment ______

5. Building and room design and arrangement accommodates children with vision, hearing, physical, and mental impairments. ______

CLASSROOM DAILY ROUTINE

1. The general daily routine is consistent from day to day so that children:

    know what to expect _____

    know what is expected of them. _____

2. Children have adequate time to work on learning center activities which they have chosen. _____

3. Teacher provides assistance to children who:

    need help getting started in an acitivty of their choice _____

    ask for help as they are working _____

    don't seem to know what to do next. _____

4. Teacher is available to:

    verbally interact with children as they work _____

    help gather necessary materials _____

    supervise and maintain positive and appropriate classroom learning environment _____

    observe children for formal and/or informal evaluations. _____

5. Children clean up own work areas and return materials to proper places. _____

6. Teacher and children converse about completed activities. _____

7. Children interact in small groups in order to:

    get to know one another _____

    learn to work in group situations _____

    experience being leader at times in addition to being a follower. _____

8. Children and teacher are actively involved in outside activities where large muscle movement is emphasized (active indoor games are used in inclement weather). _____

9. Children and teacher are involved in large group circle time activities which relate to individual, small group, and unit theme experiences. _____

    Circle time is used for group games, songs, dance, storytime, or planning a special event. _____

    There is enough space for everyone to move and sit together comfortably. _____

Each child participates in circle time with the teacher providing opportunities for less assertive children to join in. ______

Children are aware of the limits and expectations for the large group activities. ______

DAILY PLANNING

1. Kindergarten teachers plan on a daily basis. Where there is more than one teacher this planning is done as a team. Daily planning includes the following components:

   discuss children's actions concerning the success or failure of a particular activity ______

   relate these successes or failures directly to specific concepts or skills ______

   expand on successful activities and delete or modify unsuccessful activities. ______

2. To facilitate daily planning procedures:

   set aside regular time each day to plan ______

   set a specific focus for planning and evaluation ______

   modify evaluation and planning forms as needed ______

   after pinpointing a problem, generate strategies for dealing with it ______

   if ideas do not surface within the team concerning solving a problem, then contact appropriate support personnel. ______

ACTIVE LEARNING

1. Teacher emphasizes active learning by:

   providing materials that encourage active exploration such as those which children can manipulate (touch, see, hear, taste, discuss) ______

   encouraging children to do things on their own ______

   helping children think of alternatives rather than problem-solving for them. ______

LANGUAGE

1. The classroom is arranged and equipped to facilitate language development by:

   encouraging children to verbally interact with peers as they move freely among the learning centers throughout the school day ______

   encouraging children to verbally interact with the teacher who is accessible as he/she moves throughout the room. ______

2. Teacher communicates with children in order to provide opportunities for children to verbalize their work plans, what they actually did or are doing, and what they are going to do next. ______

3. Teacher helps children to communicate positively with peers, both verbally and non-verbally. ______

4. Teacher encourages active listening in children, as part of the total communication process, by attending carefully to what the children say to her/him. ______

5. Teacher acknowledges and respects each child's language or dialect and communicates non-verbally in a positive manner if language is not mutually understood. ______

PRE-NUMBER SKILLS (Classification, Seriation, Counting, Spatial Relations, and Time)

1. **Classification** - Classroom is equipped with a variety of materials children can classify. ______

   Children are expected to classify as they locate and return equipment and materials to their proper places. ______

   Teacher encourages the development of classification skills by verbalizing with children about similar and different attributes of objects. ______

2. **Seriation** - Classroom is equipped with materials and objects which can be compared and ordered. ______

   Teacher encourages the development of seriation skills in all parts of the school day by talking with children and asking them questions about size and relationships. ______

3. **Counting** - Classroom environment is planned in order to promote concepts of:

   continuous materials ______

   discontinuous materials ______

   one-to-one correspondence ______

   sets. ______

   Teacher encourages the development of counting skills in routine activities such as games and snacktime. ______

4. **Spatial relations** - Materials and activities are provided which permit children to explore and describe spatial relations in:

   objects which fit together and come apart ______

   objects which can be re-arranged and/or re-shaped ______ a variety of pictorial scenes photographed or drawn from different spatial viewpoints. ______

5. **Time** - Classroom materials and instruction are provided which allow children to experience time units and time sequences such as:

   clocks, calendars, and seasonal concepts which encourage understanding of beginning and end of different units of time ______

   discussions of daily routine and occurrences in stories and various events. ______

OTHER QUESTIONS ADMINISTRATORS MIGHT ASK CONCERNING CURRICULUM

1. **What about the teaching of reading to kindergarteners?**
   The research of Jean Piaget (1969) has clearly shown that most children's minds are not ready for abstract thought until approximately 6 years of age. Until children move through certain developmental steps brought about by maturation and experience, formula reading attempts will only provide frustration. (**Leeper, et al 1984**) Attempting reading instruction to a child who has not developed a wide language comprehension, adequate visual skills, and had many experiences with identification of environmental words, is usually frustrating and uninteresting.

2. **What about the use of workbooks?**
   John Dewey's concept of learning by doing is still as true today as it was 40 years ago. To acquire lasting concepts a child must be an active participant. Piaget (1969) reminds us that a child will not utilize abstract concepts until this development has been reached. Young children have more difficulty getting as much information from the printed page than they do from the "real thing" (concrete objects). Lengthy sessions with pencil in hand, serve to "turn children off" rather than motivate.

3. **Should the kindergarten curriculum be planned much like the first grade curriculum but with less content?**
   Today, when teachers and administrators are under greater pressure than ever before, to add more to the curriculum at earlier ages, one needs to consider what "watered-down" first grade experiences are doing to five year olds.

   In situations where children have been placed under stress to perform, frequently stressful signs of activity are observed (wiggling, stuttering, hair-twisting, i.e.) Many classrooms are void of the excitement of learning but filled with frustration and short attention spans. It seems then, that the important question to be answered is "What experiences can we give these children that will assist them toward independence, while building positive attitudes toward themselves and the school?". Asking this type question causes us to place "the child" as focal point while giving integrated curriculum activities top priority.

4. **How can the school help a child make the transition from home to school during this beginning school experience?**
   Leaving the confines of a warm family atmosphere to spend the day in one room of unfamiliar faces can be a traumatic experience. This may be avoided if short visits are completed (with parent) where explanations are given concerning what to expect. If a rotation of students visiting on separate days is planned, adequate attention and explanations can be given.

   An atmosphere is composed of many things but paramount is the presence of a climate of acceptance and caring. The child quickly learns to feel secure and begins the readiness quest.

5. **What about kindergarten report cards?**
The kindergarten experience is unique, unlike the formal first grade academic year. Throughout the year, emphasis is placed on the process of learning and the acquisition of skills rather than concentration on facts and content. Activities are planned to build self-esteem and strengthen appropriate developmental levels. Therefore, any report card utilized should be reflective of this uniqueness. An "A" cannot adequately describe how well a child "listens" or "follows directions", but both are necessary prerequisites of the attainment of more formal understandings. The use of developmental checklists can report information in a clear, concise manner. This instrument is a more appropriate and informative way than traditional report cards to provide a progress report to parents.

6. **How can I individualize instruction for each child?**
Not only should broad goals be personalized to fit the children's interests, but specific objectives should be formulated for each child. Since every child is different and learns at an individual rate, assessment inventories help the teacher identify strengths and weaknesses. **(Hendrick 1980)**

7. **How does one select a kindergarten curriculum model?**
It is important that "the child" be the important consideration in selection of an approach. One must understand that the many aspects transcend any one model, but should certainly include a strong parent involvement component. Input from the community and parents will provide needed information for determination of the curriculum. This combined with school philosophy / policies and how young children learn, provides guidance toward an advantageous approach.

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Equipment and Materials

EQUIPMENT AND MATERIALS

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EQUIPMENT AND MATERIALS

The kindergarten classroom should be planned with areas of interest called learning centers. Centers usually planned for young children include art, science, math, language, arts, library, blocks, housekeeping, and music. Others suggested are woodworking, cooking, and sand and/or water play centers. The outdoor space is also an important learning center. These centers allow the children to make choices, move freely and independently, learn to cooperate and communicate with others, control their own behavior, and learn through first hand experiences. In doing so, the child develops a positive attitude about himself, school, and learning.

The equipment and materials found in each center dictate the depth of involvement children may experience as they interact with various media in the completion of tasks. **(NAEYC, 1983)** It is imperative that appropriate materials be obtained for the various centers so program objectives may be accomplished. Listed below is a brief review of the basic suggested learning centers and purposes of each. Following the review is a breakdown of equipment and materials that are essential, strongly recommended, and suggested for each.

LANGUAGE ARTS CENTER

1. Increases vocabulary growth
2. Develops listening skills
3. Develops skills for pre-writing
4. Develops reading readiness skills (such as visual discrimination, letter recognition, and rhyming word concepts)
5. Develops fine motor skills
6. Develops oral language skills

MATH CENTER

1. Develops understanding of numbers and number relationships
2. Develops rational counting skills
3. Develops positional understandings such as over, under, beside
4. Develops mathematical vocabulary
5. Develops concepts concerning time and money
6. Develops fine motor skills
7. Develops classification skills
8. Develops seriation skills
9. Develops geometric skills

LIBRARY CENTER

1. Develops an appreciation of good literature
2. Encourages an interest in and respect for books
3. Strengthens visual perception
4. Develops reading readiness skills (such as reading from left to right and from top to bottom)
5. Develops imagination
6. Increases vocabulary and attention span

SCIENCE CENTER

1. Develops observation and discrimination skills
2. Develops concepts through first-hand experiences
3. Develops sense awareness
4. Develops respect for the environment
5. Provides opportunities for care of plants and animals
6. Provides a foundation for later learning in physics, chemistry, biology, geology, astronomy, etc.
7. Encourages a child's curiosity

BLOCK BUILDING CENTER

1. Provides practice with social skills
2. Develops gross and fine motor skills
3. Teaches mathematical concepts (shape, size, balance, counting)
4. Increases creativity and decision-making skills
5. Enhances social studies development
6. Develops visual discrimination skills
7. Provides an opportunity for dramatic play
8. Increases communication skills and oral vocabulary

The block center should provide enough open space for several children to work together. An area rug will provide a good surface for constructions as well as keeping down the noise level of the center. Large hollow blocks should be provided as well as smaller unit blocks. Low shelves with the outlines of the blocks to be stored there will make clean-up time easy as well as providing a good visual discrimination activity.

HOUSEKEEPING / DRAMATIC PLAY CENTER

1. Provides an opportunity to role play home experiences
2. Increases social development and communication skills
3. Develops small and large muscle coordination
4. Develops self-awareness as well as better understanding of the immediate environment
5. Develops visual discrimination skills

   The housekeeping center should be located in a quiet corner or separated in some way from the other centers.

ART CENTER

1. Develops creativity and imagination
2. Develops small and large muscle skills
3. Develops color concepts
4. Provides for release of positive and negative feelings
5. Increases sense awareness
6. Develops reading readiness skills
7. Develops pre-writing skills

MUSIC CENTER

1. Develops an appreciation for different types of music
2. Develops a feeling for and sense of rhythm
3. Develops responsibility and care in operating record player and using rhythm instruments
4. Strengthens cognitive skills and conceptual development
5. Strengthens auditory discrimination
6. Develops small and large muscle coordination
7. Provides an opportunity for creative expression through movement, rhythm activities, and use of instrument and song

SAND / WATER PLAY CENTER

1. Develops sense awareness
2. Develops concepts involving space, measurement, volume
3. Develops gross and fine motor skills
4. Provides opportunities for problem solving and creative thinking

   This center can be set up daily inside or on the playground, or can share time with the science and/or math activities.

WOODWORKING CENTER

1. Develops large and small muscle coordination
2. Develops creativity
3. Increases sense awareness
4. Develops eye-hand coordination
5. Develops science and math concepts
6. Teaches proper and safe use of tools
7. Develops problem solving skills
8. Develops social and communication skills

A carpentry or woodworking center can be created in a corner of the room, in an area separated from the classroom or on the playground. This area is one that needs close adult supervision.

COOKING CENTER

1. Provides rich sensory experiences
2. Provides first hand opportunities to practice skills in math, reading, science, and communication
3. Provides good nutritional information and experiences
4. Develops fine motor skills
5. Develops awareness of health and safety factors involved in cooking
6. Develops social skills

BASIC EQUIPMENT

Furniture should be of appropriate height for children, with chairs so that all children's feet can touch the floor. Appropriate height must be considered in planning for drinking fountains, chalkboards, and bulletin boards. Classroom doors and walls should be bright and cheerful. Adequate storage space should be provided for the abundance of materials and equipment with low, open shelving and some closed storage above children's reach. Individual cubicles should be provided for children's personal belongings.

Essential

Children's chairs
8" - 14" chairs
Rectangular tables of adjustable heights
Round tables of adjustable heights
Teacher desk and teacher chair
Block storage center - mobile
2 multi storage units - mobile
Storage shelves
Plastic bins or tote trays to store manipulatives
File cabinets
Bulletin boards
Record player
Film strip projector
Cassette tape recorder
Fans or air conditioner
Wooden puzzles
Puzzle racks for storing puzzles
Pegboard and pegs
Interlocking blocks
Beads and string
Stacking toys
Lotto games
Storage cabinet

Strongly Recommended

Sink with running water
Rest mats (washable covers) or cots

Suggested

1 kidney shaped table - 1 table for every 4 to 6 children
Wooden locker units and tote trays - 1 per child
Adult rocker
Flannel board
Puppet stage
Additional teacher's chair
Lacing boards
Table blocks
Color and animal dominoes
Wooden zoo and farm animals

TEACHER MATERIALS

Essential

1 pair 10" shears
Paper punch
Scotch tape and dispenser
Desk wastebasket
Paperclips
Pencils and pens
Chalk and erasers
Poster paper
Yardstick
File folders
Stapler and staples
Masking tape
Straight and safety pins
Magic markers
Paper fasteners
Erasers
Rubber cement
Ruler
Self-sticking stars
Plan book

OUTSIDE EQUIPMENT

Essential

Jump ropes - 5 long, 20 short
10 rubber balls, 6", 8", 10"

Strongly Recommended

Sand boxes with sand

Suggested

Climbing apparatus
Slide
Swings - rubber or canvas seats
Hoops (19" - 26")
Balance beams
Parachute
Riding toys
Wagons

Much outdoor equipment may be built or improvised by high school shop personnel, parents, or volunteers (refer to the Learning Environment and Appendices B and C).

MATERIALS FOR TEACHER-MADE LEARNING MATERIALS

* Resource Books
Scissors (Best with sharp point for teacher use)
Fadeless Art Paper
Poster Board
Manila File Folders
Rubber Cement
Fine Line Markers
Ruler or Yardstick
Wallpaper Books
Construction Paper
Colored File Folders
Glue Sticks
Markers (Both Watercolor and Permanent)
Clear Contact Paper
Patterned Contact Paper

Solid Colored Contact Paper

Stick on Letter and Numbers (Several sizes, both upper and lower case letters)
Stick on Dots
Art Eraser
Picture File
Magazines (for pictures)
Hole Punch
Paper Bags
Yarn
Buttons
Cans with lid (for storage of game pieces)
Thumb tacks

Manila Envelopes (Small ones for storage of game pieces on back of folder games, larger ones for storage of larger games)

Stick on Seals (Animals, Flowers, Birds, etc.)
Patterns for Letters and Numbers
Coloring Books for Patterns
Old Workbooks and Textbooks (for pictures)
Felt
Ziplock Bags (for storage of game pieces)
Fabric scraps
Craft sticks
Boxes (for storage of game pieces)
Straight pins

*** A bibliography of resource books for teachers is given in Appendix F.**

Much of the equipment and materials listed in the following centers are necessary in more than one center. Although they are listed in each center in which they are needed, many of them may be shared by several centers. For example, cassette recorders are important equipment in the language arts, library, and music centers. However, one or two recorders may be shared by all three centers. The names given in parenthesis beside items listed below indicate suggested brand names or companies where the material may be found. However, these are only a few of the sources from which they are available.

LANGUAGE ARTS LEARNING CENTER

Participation in the language arts centers helps the child develop competence in communication skills. Activities in the center promote listening skills, speaking skills, writing readiness, and reading readiness.

Essential

Flannel board and cut-outs
Experience chart and chart holder
Felt tip markers or crayons
Picture matching games
Filmstrips and filmstrip viewer with or without narration
Containers for crayons and markers
Variety of books, newspapers, and magazines
Bulletin boards
Recordings
Films (16 mm)
Language Games (Examples: Lotto, picture-matching, rhyming games, visual discrimination games, beginning sound games, and auditory discrimination games)
Cassette recorders

Puppets and puppet stages
Oak tag sentence strips
Picture file
Small portable chalkboard and chalk
Puzzles and puzzle storage
Upper and lower case wooden alphabet letters
Shelves for storage
Headphones and jacks
Blank cassette tapes
Film projector
Record player

Strongly Recommended

Collections of objects that rhyme
Sandpaper letters

Viewmasters and disks
Rocking chair (for teacher)

Suggested

Paper of different colors and sizes
Overhead projector and supplies

MATH CENTER

Active participation in the math center helps children develop problem solving techniques, categorizing and sorting skills, spatial abilities, and an understanding of number concepts and relationships. Manipulation of objects allows the child to internalize geometric concepts and mathematical vocabulary.

Essential

- Geoboard, geobands (rubber bands), and geoboard sequence and pattern
- Design cards (Ideal Company)
- Measuring sets (standard and metric)
    - jars of assorted sizes and shapes
    - measuring spoons and cups
    - water or six pounds of rice or millet
    - plastic tub or container for water or grain
- Pegboards, pegs, and patterns (available from Ideal, Playskool, Childcraft Companies)
- Attribute blocks (Creative Publications)
- Number puzzles, locking numerals (Ideal, Childcraft Companies)
- Dominoes (giant beaded, animal, color, tactile, number, shape) (Holbrook, Childcraft, Playskool Companies)
- Calendar (Milton Bradley, Kenworthy, Childcraft Companies)
- String beads, strings, and design cards (Ideal, Playskool, Childcraft Companies)
- Shape and discrimination games - Examples:
    - Wipe off cards and markers (Ideal, Frank Schaffer, Childcraft Company)
    - Color and Shape Lotto (Ideal Company)
- Fit-a-Shape (Lauri Company)
- Candy Land (Milton Bradley Company)
- Fit-a-Space (Lauri Company)
- Memory (Milton Bradley Company)
- Fit-a-Size (Lauri Company)
- Geometric Sorting Board (Childcraft Company)
- Shape Sorter (Childcraft Company)

- Number and counting games - Examples:
    - Cross the Brook (Ideal Comapny)
    - Rod and Counters (Childcraft Company)
- Write-off (Childcraft Company)
- Objects used for counting
- Storage shelves and containers
- Number Match (Childcraft Company)
- Number-ite (Childcraft Company)
- Numberland (Childcraft Company)

Strongly Recommended

- Parquetry blocks and designs (McGraw-Hill, Creative Publications, Childcraft, Ideal, Playskool Companies)
- Unifix cubes (Educational Teaching Aids, Creative Publications, Addison-Wesley Companies)
- Balance scale (Ideal, Weber Costello, Enrich/Ohaus, Childcraft Companies)
- Clock (Ideal, Milton Bradley, Judy Companies)
- Cuisinaire rods or other proportional number blocks, patterns, and task cards
- Thermometers (Ideal, Childcraft Companies)
- Walk on number line (Instructo, Childcraft Companies)
- Weights (Enrich, Ohaus Companies)
- Peg numbers (Lauri Fit-a-group; Childcraft Companies)
- Numeral jigsaw, Number Plaques (Childcraft)
- Flannel board (may be shared with language arts center) and assorted flannel
- Cutouts for math (Instructo, Milton Bradley Companies)
- Kinesthetic numerals
- Realistic play money and real coins (Ideal, Instructo, Milton Bradley Companies)

Colored cubes or pattern blocks and pattern cards (Ideal, Playskool Companies)
Sorting boxes, trays
Stencils, or templates (numerals, geometric shapes) (Ideal Company)

Suggested
Timer
Compass
Graduated circles, squares, triangles (Lauri Company)
Wooden sorting box with geometric shapes or geometric sorting board
Plastic beads (500 assorted in 6 colors)
Cash register (Ideal Company) (may be shared with housekeeping center)
Rubber coin stamps and stamp pad (pyramid Company)
Tangrams and task cards
Magnetic board, numerals and shapes (Childcraft Company)

It is essential that some items from the **Strongly Recommended** category be selected. A variety of manipulatives must be available, although no particular item in this group is essential.

LIBRARY CENTER

The library center is designed to promote a child's interest in and respect for books and literature.

Essential
Area Rug
Child sized rocking chair
Shelves
Cassette tape and book set
Record player
Blank cassettes
Puppets
Pillows
Collection of appropriate books for children
Records
Cassette tape recorder / players
Magazines
Flannel board and storage kits

Strongly Recommended
Head phones and jacks

Suggested
Display rack for books and magazines

Guidelines For Purchasing Books

1. Young children should be introduced to various types of literature recommended for young children.
   - Picture books with few words
   - Mother Goose Rhymes
   - Books of poetry
   - Information books
   - Concept books (number, alphabet)
   - Fairy tales
   - Books dealing with everyday experiences
   - Humorous books

2. Select books with attention given to the illustrations. The content, moods, and feeling of the illustrations should reflect the plot and tone of the story.

3. Format

- Book bindings should be sturdy and firmly stitched.
- Covers should be attractive and appealing to the child.
- Inexpensive books should be purchased as well as those of better quality since excessive use of favorites would necessitate several copies.
- The pages should be of strong, heavy paper.

4. Story Content

- The story and illustrations should be believable within confines of the plot.
- The plot should be simple and about familiar happenings.
- Stereotypic portrayals in the plot of ethnic groups and/or sexes should be avoided.

SCIENCE CENTER

An effective science center helps the child seek solutions to problems, acquire knowledge and understanding of science concepts, develop an understanding of the environment, explore his interests and satisfy his curiosity. The child accomplishes those things through observing, classifying, experimenting, inferring, predicting, measuring, and communicating.

Essential

Aquarium or fish bowl
Terrarium or large clear container with top
Dry cell batteries and insulated wires
Flashlight and batteries
Hot plate
Weights
Magnifying glasses of varying strengths
Collections: Insect, Rock, Feather, Seeds, and Plants
Different kinds of soil
Measuring tape
Sensory items to smell, taste, touch and hear.
Fish
Magnets
Prisms
Measuring cups and spoons
Balance scales
Fish food
Thermometer (real)
Science kits
Microscope
Pans, kettles, and pot holders

Strongly Recommended

Compass
Ant farm
Wood collection
Containers of various sizes and shapes
Kaleidoscope
Shell collection
Binoculars
Collected artifacts, such as bird's nests, wasp nests, and bones
Sponges
Hand mirrors
Tuning fork
Stethoscope
Flower pots, vases
Locks and keys
Pulley and rope

Suggested

Caged gerbils or hamsters
Pictures and displays relating to science
Objects that float and don't float
Animal food
Incubator and supplies

BLOCK CENTER

Blocks are the prime instructional material in a kindergarten. This area holds the potential for the beginnings of a systematic, flexible, visual education for boys and girls. It should be located in a spacious part of the room and away from the quiet activity areas.

Essential
Unit block set (190 pieces minimum)
Lincoln logs
Assorted smaller blocks
Block storage shelf or cart
Wooden trucks, cars and other vehicles
Legos

Strongly Recommended
Street and traffic signs
Tinker toys
Zoo and farm animals and small people (rubber, wooden or heavy plastic)

Suggested
Large hollow blocks
Extra large plastic blocks
Wooden vehicles large enough for a child to ride
Minature village
Bristle blocks
Center area should be partially carpeted

HOUSEKEEPING / DRAMATIC PLAY

The housekeeping / dramatic play area is the place for pretending and make-believe. It helps the child develop competence in dealing with emotional feelings and social situations.

Essential
Kitchen play furniture (stove, refrigerator, sink, table and chairs) One unit may combine several of these pieces.
Aluminum cooking set
Table setting
Metal mirror
Dolls and doll clothes
Community helper hats for role playing
House cleaning sets
Telephone
Tea set
Ironing board and iron (wooden)
Doll bed
Role play hats
Assorted male and female clothing, shoes and accessories for dress-up
Storage shelves and/or boxes
Hand puppets (commercially or homemade)

Strongly Recommended
Doll carriage
Doll highchair
Child-sized rocking chair

Suggested
Bake set
Kitchen cabinet
Cash register and play money
Finger puppets
Play toaster
Doll house and furniture
Play store / puppet stage
Community helpers materials, such as doctor kit
Cereal boxes, labeled cans and other food containers (empty), area dividers or screens
Center area should be carpeted unless water is used in sink for washing dolls, dishes, etc.

ART CENTER

Participation in the art center should be a small group activity for no more than seven (7) or eight (8) children at a time. The creative art center will contain activities to assist the child in developing physical coordination, creativity, sense awareness, and aesthetic values. The following list of materials should supply one class of twenty-two (22) children.

Essential

- Painting Brushes:
  - ¼" wide, long handled (9)
  - ½" wide, long handled (9)
- Crayons:
  - 8 color boxes or large wax crayons (may be purchased in bulk) (44 boxes)
- Finger Paint:
  - Ready mixed
  - Red (2 jars)
  - Blue (2 jars)
  - Black (1 jar)
  - Yellow (1 jar)
- Glue:
  - Elmer's (1 gal. containers) (2 gal.)
- Paint:
  - 1 lb. cans powder paint
  - Red (1 doz. cans)
  - Blue (1 doz. cans)
  - Yellow (1 doz. cans)
  - Green (1 doz. cans)
  - Orange (1 doz. cans)
  - Purple (½ doz. cans)
  - Brown (½ doz. cans)
  - Black (½ doz. cans)
  - White (½ doz. cans)

- Paint container
- Easels (double sided) (2)
- Plastic aprons or smocks (8)
- Paste (individual with spreaders)
- Shelves for storage
- Masking tape
- Scotch tape
- Sponges of various shapes and thicknesses
- Liquid detergent for mixing paint
- Paper towels

- Paper:
  - newsprint, 18" x 24" (500 sheets per package) (5 packages)
  - manila, 12" x 18" (500 sheets per package) (1 package)
  - 36' white wrapping paper, 1 roll
  - colored construction (12" x 18") packages:
  - Black (2 packages)
  - Red (4 packages)
  - Yellow (5 packages)
  - Blue (4 packages)
  - Assorted (3 packages)
  - Green (5 packages)
  - Purple (2 packages)
  - White (2 packages)
  - Orange (3 packages)
  - Brown (1 package)

- Scissors:
  - 4" blunt or medium point quality scissors (22)
  - lefty scissors (4)
  - teacher's, large (1)

Starch:
  liquid prepared (2 - 5 gallons)
  (Dry tempera can be added to liquid starch to make fingerpaint as well as using it to mix with dry tempera for easel paint.)

Homemade play dough
Water color markers
Poster Board

Strongly Recommended
Painting brush: (in addition to those that are essential)
  ¼" wide, long handled (9)
  ½" wide, long handled (9)
  water-color brushes (18)
Chalk, extra large colored sticks (1 box)
Fasteners, brass paper fasteners (4 boxes)
Glue
  glue sticks (11 sticks)
  rubber cement (small) (3 jars)
Paper:
  newsprint 12" x 18" (500 sheets per package) (2 packages)
  manila, 8" x 12" (500 sheets per package) (1 package)
Tissue paper:
  assorted color package (100 sheets, 20" x 30") 5 each of 20 colors (1 package)
Crepe paper:
  Varigated (1 skein)
  Yellow (1 skein)
  Blue (1 skein)
  Hole punch (1 - 5)
  Wheat paste or wall paper paste for paper mache
  Red (1 skein)
  Green (1 skein)
  Black (1 skein)
  Pipe cleaners (colored)

Suggested
Large (house paint) brushes (3)
Clay:
  Plasticine or oil base (1 lb. package), (4)
Glue:
  library paste (small), (3 jars)
  glue sticks (11 sticks)
Paper:
White drawing paper (500 sheets per package) (1 package)
Fabric crayons
Fadeless bulletin board paper
Bordette (for bulletin boards)
Pencils
Area should be tiled and near a source of water

MUSIC CENTER

Children may develop motor coordination, an appreciation of music, a sense of rhythm and tone, and a basic knowledge of musical instruments in the music center. A variety of rhythm instruments from those listed below may be purchased or made by students and/or teachers.

Essential

Record player
Cassette recorder
Records (various types)
Cassette tapes (blank and prepared)

Basic rhythm instruments (bought and/or homemade) including as many as possible of the following. Provide enough instruments for every child to participate at the same time.

Triangle
Tambourine
Rhythm Sticks
Cymbals
Sound Blocks
Maracas
Wrist Bells
Drums
Sand Blocks
Notched Rhythm Sticks
Claves
Rattles and Shakers
Ankle Bells
Jingle Bells
Earphones
Songs Written on Chart to play and sing
Shelves
Carpet or Rug

Strongly Recommended

Piano
Autoharp (with cards of familiary songs to play)
Portable Chord Organ (with cards of familiar songs)
Other Musical Instruments (guitar, ukulele, recorder, etc.)
Xylophone
Large sheets of paper (For children to express their feelings to music)
Crayons or markets
Pictures of Instruments

Suggested

Colored scarves or streamers
Colored hoops or circles
Feathers
Radio
Stories of Composers
Model of staff and notes, separate notes to match and read

Materials to Make Homemade Rhythm Instruments

Small boxes like cigar boxes and milk cartons
Rubber Bands
Bottles
Bottle caps
Round cereal boxes, potato chip cans, coffee cans
Cardboard tubes
Sandpaper
Aluminum pie pans
Wooden blocks
Dowel Rods
Pebbles, dried beans, rice, seeds

SAND AND WATER CENTER

Beginning math and science concepts may develop through the child's participation in the sand and water center. This area provides opportunities for problem solving and creative thinking in a small group setting.

Essential

Sand and/or water table, galvanized tub or other large container such as baby bath tub (Learning Products, TheraPlay Products, Ideal, Childcraft Companies)
Containers of various sizes with different sized openings for measuring and pouring
Funnels of different sizes

Shovels and/or spoons
Sand or cornmeal (rice or bird seed may be used if necessary)
Water
Measuring cups and spoons
Plastic aprons or other protectors for children's clothing

Strongly Recommended
Squeeze bottles
Pump (Childcraft Company)
Pails of various sizes
Objects to float and sink
Sponges of various shapes and sizes

Suggested
Eggbeaters
Food coloring
Straws
Paint brushes
Sand may be acquired from local construction companies or from area creek banks or sand bars.

WOODWORKING CENTER

The child receives personal enjoyment and satisfaction from the physical activities encountered in this center. The shaping, assembling, and finishing of wood develops large and small muscle coordination and promotes creativity. The use of real tools in this small group activity is essential as toy tools frustrate children. Close teacher supervision is required.

Essential
25" - 28" high work bench or sturdy wooden table (Childcraft; Black & Decker Workmate Companies)
Safety goggles (to be used by every child in this center) (Childcraft Company)
2 Wood vices or clamps (5")
Claw hammers (at least one 7" and one 13")
Nails (variety of larger sizes)
Saws, 12" to 16" (at least one hack type and one crosscut)
Scrap soft lumber
Glue (Elmer's or other wood glue)
Combination pliers (at least one pair)
Screwdrivers (regular and Phillips head, 3" and 4")
Screws

Strongly Recommended
Hand drill and bits
Ruler
Tape measure
Wide-tip markers
Sandpaper
Nuts and bolts
Storage space for tools, wood, and children's projects

Suggested
Tri-square, 6"
Wrench (several different sizes and one adjustable)
Saw (coping, 10 blades)
Spools (those thread come on)
Scraps such as bottle caps and jar lids
Water base paint and brushes
Brace and bits
Tree stump 25 - 28" high may be used in the classroom for hammering or as a workbench

Most of these materials may be purchased from Childcraft or local hardware and discount stores.

COOKING CENTER

The cooking center provides sensory experiences for children. The medium of food is used for teaching weight, measurement, properties of objects, following directions, nutrition, and social skills.

Essential

Measuring spoons and cups
Hot plate
Wooden spoons and spatulas
Can opener
Food stuff as needed
Variety of mixing bowls
Saucepans of a variety of sizes
Pot holders and aprons
Experience charts for recipes
Tiled floor area

Strongly Recommended
Minute timer
Chart holder
Small paring knife for teacher use
Rolling pins
Vegetable peeler
Paper towels and cups

Suggested
Egg beater
Dishpans
Toaster oven
Electric skillet
Crock pot
Cookie cutter
Dishwashing liquid
Popcorn popper
Cookie sheet

COMMERCIAL MATERIALS

While many commercial kits are available for instructing children in all the basic curriculum areas, the development and implementation of a kindergarten program which meets the needs of the children participating is **not** dependent upon utilization of commercial materials. Following is a brief synopsis of materials available at the office of the Early Childhood Coordinator. **School district staff are encouraged to preview the material at the State Department of Education before purchasing.**

LANGUAGE ARTS

***Peabody Language Development Kits-Revised (Level P and Level 1)**
AGS (American Guidance Service, Inc.)
Publishers Building, Circle Pines, Minn. 55014

The kits contain an array of visual, manipulative and auditory materials concentrating largely in the visual mode. The materials, particularly the picture cards are very good. The program relies heavily on teacher-class discussion and interaction.

***Look, Listen and Learn** and **Sounds, Symbols and Sense**
Harcourt Brace Jovanovich
Bookmark Reading Program, Eagle Edition
School Department, 1372 Peachtree St. - N.E.
Atlanta, GA 30367

Each teacher's manual calls for setting up a Pre-reading Center stocked with inviting teacher-made games and materials. The activity kit contains photo cards, art cards, floor games, letters, numerals, and storyboards. The program advocates extensive use of classroom discussion.

***Language for Daily Use**
Harcourt Brace Jovanovich
Bookmark Reading Program, Eagle Edition
School Department, 1372 Peachtree St. - N.E.
Atlanta, GA 30367

This is a workbook program for language arts which is varied in its approach. Additional activities promote a means for incorporation into class discussion, sensory experiences, poetry and riddles and visual and auditory discrimination games.

***Ready Steps**
Houghton Mifflin Co.
7055 Amwler Ind. Drive
Atlanta, GA 30360

This program utilizes a wide range of activities with a developmental approach to be used in implementation. The kit is filled with games, cards, wordless books, records, posters, duplicating masters, and activity sheet pads. A teacher's manual accompanies the kit.

***Animal Crackers**
Ginn and Company
6900 E. 39th Street
Indianapolis, IN 46226

The total program is based on an active, manipulative, concrete approach to learning. This program is a kit and text which may be used separately or in conjunction with each other. The kit provides a manipulative approach to teaching skills.

***American Reader - K**
D. C. Heath and Company
Lexington, Mass.

Most of the activities are teacher directed with children responding to the teacher: identifying, describing, naming, and following directions.

***Beginning Readiness** and **Beginning to Read, Write and Listen**
J. B. Lippincott Co.
Harper and Row Publishers, Inc.
Troy, MO 63379

This approach is diverse. Children are given workbooks for use in developing fine motor skills — cutting, pasting, tracing, folding, coloring, and following directions. The program incorporates filmstrips, games, poetry, songs, literature, art activities, and vinyl manipulatives for classroom use. The program approach involves the total child. The material has an At-Home section to involve the parents in the instruction of the child. The workbooks and materials are colorful, workable, and durable.

***PRS Pre-Reading Skills Program from Britannica**
Encyclopedia Britannica Educational Corporation
425 N. Michigan Avenue
Chicago, IL 60611

PRS is divided into two skill areas: auditory and visual. Each component contains lesson plans, teacher guides, manipulative games, and ditto material. The company also publishes a resource book for teachers.

***Alpha Time**
Arista Corporation
2440 Estand Way
P. O. Box 6146
Concord, CA 94524

Basic language arts skills are developed by listening and doing. The program establishes specific behavioral objectives and directs the teacher's efforts towards these goals. Emphasis is placed on active participation in creating, discovering, exploring, and dramatizing in a child-centered environment. The kit includes inflatable huggables which are the medium for introduction of letter recognition and sounds. The children use consumable booklets and worksheets as a method of instruction to reinforce picture cards, books, filmstrips, puzzles and games that are a part of the program. A teacher's guide and evaluation booklet is included.

***Starting Out**
Make Your Own Mark
Off We Go
Macmillan Publishing Co., Inc.
866 Third Avenue
New York, New York 10022

The series of books are intended to provide readiness opportunities in the area of language arts for kindergarten children. The books are consumable and move in a sequence to allow children to advance systematically. The teacher's manuals identify objectives to be taught, note priority skills, provide review exercises for skills previously taught, lists resources to use with the lesson, and provide help in actually presenting the lesson. Reteaching exercises and enriching activities are also given in the manual. The package includes activity booklets for independent completion by the student with the intent to be taken home to parents. Picture books, ABC cards, practice masters, and manipulative games are included. The Read and Tell books promote the development of language-experience stories.

***Kindergarten Keys**
The Economy Company
Oklahoma City, Oklahoma

The program is designed to help children learn in an integrated manner. Experience activities are structured to contribute to the child's growth in the areas of conceptual, language, social/emotional, and preceptual/motor development. Concrete activities are derived from science/social studies, music, language arts, mathematical, art, and physical development. The program is designed around the unit approach with topics pertaining to the child and his/her environment. The teacher's manual lists objectives for each unit as well as each lesson. Teaching techniques are outlined with an evaluation for each lesson as well as extended activities. The lesson activities are divided by subject areas so the teacher can address and reinforce the objectives in an overall manner. The kit provides consumable workbooks for mathematical skills, language arts, and reading. Records, language development cards, solid geometric shapes, pocket chart, wall cards, and templates are also included.

***Crossties**
The Economy Company
Oklahoma City, Oklahoma

Crossties combines instruction in standard curriculum areas with the continuing developmental growth of the pupil. The approach emphasizing language experiences provides for use of discovery centers; provides specific objectives, evaluations, and prescriptions; and encourages parental involvement. The 10 Grand Central Books serve as the focal point of lesson development. The kit includes Discovery Cards which contain activities suitable for discovery centers. The directions are written and drawn to allow nonreading pupils to complete the activities with a minimum of teacher help. Duplicating masters and a 54 book in-classroom library and tapes are included. Materials from **Kindergarten Keys** may also be used with this program.

***Are You Ready?**
Steck-Vaughn Company
Austin, Texas

Objectives in the program are listed as purposes. The main means of evaluation of student performance is through teacher illicited responses in classroom discussions of pupil performance on worksheets. Skills presented are sequenced and build upon what has been introduced earlier. The activities presented utilize concrete objects. Prepage and Additional Activities require first-hand experiential learning as well as group discussions involving the teacher.

***Foundations for Formal Learning**
Zaner-Bloser, Inc.
2500 W. Fifth Avenue
P. O. Box 16764
Columbus, Ohio 43216

Pre-academic skills in reading, writing, and arithmetic as well as incidental learning in social and language skills are taught through seven high-interest thematic units based on experiences familiar to the child. Each directed lesson begins with manipulative experiences designed to teach the desired skill. This is followed-up by the use of a specific page in the consumable workbook to reinforce the skill taught Many activities allow for teacher creativity and are keyed to the visual, auditory, and kinestetic modalities of the learner. The company also publishes a Resource Book for teachers that contains many activities to complement the seven themes.

***Building Learning Skills**
McDougal Littell and Company
Evanston, IL

This program is designed to provide learning experiences for children in the areas of language arts, social studies, mathematics, science, physical development, and creative arts. The teacher's manual lists purpose of the lesson, objectives, materials needed, enrichment activities, evaluation procedures, and introductory and developmental activities as well as how to present the designated workbook page. Picture cards and duplicating masters also accompany the workbook.

***P.R.E.P. - Pre-Reading Evaluation Program**
Readiness
Laidlaw Brothers Publishers
River Forest, IL

The series is a workbook based readiness program with emphasis placed on language arts. A performance objective is given for each lesson as well as a list of needed materials, motivational activities, teaching procedures, and evaluation techniques. Group and individual observation sheets for skill identification are also provided.

***The Laidlaw Language Program**
Laidlaw Brothers Publishers
River Forest, IL

This series emphasizes the acquisition of basic grammar and writing skills through a workbook approach. A performance objective is given as well as a suggested procedure and additional activities for the teacher to direct which pertain to the designated lesson.

***Discovering Phonics We Use**
Riverside Publishing Company
4640 Harry Hines Boulevard
Dallas, TX 75235-9990

This series is a workbook approach to teaching phonics. Specific objectives are given for each lesson as well as motivational, instructional, and supplementary activities. The content is concerned with the letters of the alphabet, the sound the letter makes in the initial position, and how the letter is formed on the page.

***Kindergarten-Readiness**
Rise and Shine
Away We Go
Scott, Foresman and Company
Tucker, GA

The series contains two workbooks. **Rise and Shine** is the readiness book which, as a part of the lesson format, includes early learning lessons. These consist of exercises which teach basic concepts such as directional words, auditory and visual discrimination, and oral communication skills. Objectives are given for each lesson as well as a materials list, motivational activities, and instructional techniques. The lessons given in **Rise and Shine** are outlined in the same manner as those in the early learning lesson. Workbook pages and spirit masters are utilized in the instruction of each lesson. Some lessons are accompanied by a read aloud story pertaining to the theme of the workbook page. Enrichment and further practice activities are also listed. **Away We Go** is a workbook recommended to be used following **Rise and Shine.** The format of the book is the same and concepts covered are a continuation of those found in **Away We Go.** Both books have periodic student evaluation provisions.

***An Instructional Manipulative Series**
Continental Press, Inc.
Elizabethtown, PA 17022

This kit provides the teacher with thirty folders and accompanying manipulative cards. A teacher's guide and evaluation chart are also included. Topics which are addressed include: visual discrimination skills, classification skills, sequences and patterns, auditory discrimination, spatial perception, and the alphabet. This can be used in the learning center format.

***Santa Clara Inventory of Developmental Tasks (I.D.T.)**
Richard L. Zweig
Associates, Inc.
20800 Beach Boulevard
Huntington Beach, CA 92648

This program can serve as a screening device, a basis for parent conferences and as a record of a child's performance on the tasks measured and taught. The sixty tasks are classified in eight categories: Motor Coordination, Visual Motor Performance, Visual Perception, Visual Memory, Auditory Perception, Auditory Memory, Language Development, and Conceptual Development. Both the scoring system and instructional activities are clearly explained and easily followed. (See Appendix H.)

MATH

***Key Math Early Steps Program**
American Guidance Service
Publishers Building
Circle Pines, Minn. 55014

Early Steps intergrates activity-based, manipulative instruction with the orderly progression of lessons provided by a workbook/sheet format. The program is based on a developmental sequence for instruction. The manipulatives provided include: blocks, card decks, math chips, tumblers, numeral cards, math boards and trays, meter ropes, and activity cards.

***Harper and Row Mathematics**
Harper and Row Publishers, Inc.
Troy, MO 63379

A workbook approach which offers games, songs, and riddles to reinforce the topic of the day. Also available for classroom use from **Harper and Row** are a Big Book edition of the workbook, reinforcement, practice, and enrichment masters.

***Succeeding in Mathematics**
Steck-Vaughn Co.
Austin, TX

The program emphasizes that the foundation of each mathematical idea must be the child's active manipulation of concrete objects. The program utilizes two or three activities on the concrete experiential level prior to introducing each worktext page.

***Macmillan Mathematics**
Macmillan Publishing Company
866 Third Avenue
New York, New York 10022

This workbook approach to teaching math concepts includes punch out pictures which the child is to manipulate in completed assigned pages. The teacher's manual includes a lesson objective, motivational manipulative activity ideas, teaching instructions, diagnosis techniques, and remedial activities as well as activities for students needing further practice or enrichment. Unit evaluation and posters illustrating various concepts are included as a part of the program. Specific concepts covered include: numbers, fractional parts, money concepts, geometry, and problem solving.

***Building Mathematical Skills**
The Riverside Publishing Company
Lombard, IL

This is a workbook approach to teaching the following mathematical concepts: comparison of objects; sequence of events; matching sets; identification of numbers, shapes, patterns, coins; and understanding of mathematical vocabulary important to conceptual understanding. Each lesson provides suggestions for incorporation of unit teaching into the learning center format. Behavioral objectives, motivational activities, and instructional techniques for large and small groups are included in the teacher's manual.

***Scott, Foresman Mathematics**
Scott, Foresman and Company
Tucker, GA

The workbook approach to teaching mathematical concepts is accompanied by duplicating masters for extra practice, evaluation, and enrichment. Concepts to be taught which are listed in the material include: one-to-one correspondence, number recognition and comparing, addition and subtraction of whole numbers, fractional parts, time, geometric shapes, and logical reasoning. The lesson organization consists of format, the lesson objective, materials needed, motivational activities, instructional techniques, additional activities, and resources found in the teacher's manual. Twenty-three stories are given in the teacher's manual which assist in the presentation of various concepts.

***Heath Mathematics**
D. C. Heath and Company
Lexington, MA

Cartoons and photographs are used in illustrating each workbook page of the units presented in the series. The lessons are sequenced and make reference to concrete models presented through illustrations. Basic and enrichment worksheets as well as copymasters accompany every lesson. The series contains readiness worksheets which involve manipulation of pictures and construction of activities. Evaluation sheets for each unit are also included. Some of the concepts listed to be taught are: counting and writing numbers through 20, addition and subtraction readiness, reading a picture and bar graph, geometric shapes, pattern recognition, classification, and size relationships.

***The Number Workers: Mathematics K (Alpha-Time Math)**
Arista Corporation
Concered, CA 94524

This approach relies on individual student workbooks, games, number recognition cards, records, and master sheets. The numbers are introduced through people or "workers." Workbook pages are to be completed in conjunction with games and manipulative activities. Concepts to be taught in the series include number recognition, positional words, introduction to addition and subtraction concepts, use of the number line, introduction to the concepts of money, fractional parts, and time.

***Houghton Mifflin Mathematics**
Houghton Mifflin
One Beacon Street
Boston, MA 02108

The series is comprehensive in the instructional approach presented. A K-2 activity kit is available which contains a variety of manipulatives and games that complement and assist in the lessons presented in a workbook format. Topics covered in the series include: one-to-one correspondence, ordering numbers, writing and understanding number concepts 0-20, addition and subtraction readiness, position words, and reading graphs. The manipulatives provided in the kit lend themselves to the learning center instructional approach. The lesson format for teachers consist of a stated objective, instructional techniques, evaluation, and reteaching activities. A teacher's resource book and practice activities workbook also accompany the series.

***Mathematics Their Way**
Mary Varatta Lorton
Addison-Wesley Publishing Company
120 Interstate North Parkway, East
Suite 168
Atlanta, GA 39339

This program is an activity-centered mathematics program for early childhood education. The goal of the activities is to develop understanding and insight of the patterns of mathematics through the use of concrete materials. The activities are designed to help young children see relationships and interconnections in mathematics and to enable them to deal flexibly with mathematical ideas and concepts.

SOCIAL STUDIES

***Myself and Others**
Steck-Vaughn Co.
Austin, TX

The program is designed to be flexible. Each lesson includes suggestions for Extended Learning Activities and suggested learning center activities are found in each lesson.

***My Friends and Me**

AGS American Guidance Services, Inc.
Publishers Building
Circle Pines, Minn. 55014

The program's approach advocates learning through experience. Activities stem from illustrated stories, puppets, recorded activities, magnetic shapes, activity pictures, and print blocks. Family activity sheets are included to be sent home weekly.

***People Around Us**
Scott, Foresman and Company
Tucker, GA

The workbook approach teaches social studies through a unit method. Concepts such as citizenship, reading a bar graph, understanding interdependence among people, and self concept development are explored. The lessons are organized around objectives with motivational activities listed. Instructional techniques are suggested as well as additional activities.

***Me**
Windows On Our World
Houghton Mifflin Company
Boston, MA

The workbook series also includes a poster pad of activity sheets and study prints for small group instruction as well as filmstrips to extend skills development. Units covered in the series include: Me, My Friend, My School, My Community, and My Tools. Broad topics approached through unit topics are history, geography, citizenship, and economics. The teacher's manual provides lesson planning by listing the main idea, lesson objective, materials needed, motivational techniques, lesson instruction, and evaluation.

***My World**
Ginn and Company
Lexington, MA

The series explores five areas: Me, Myself, and I; Friends and Neighbors; Rules for Everyone; Things We Need; and Good Times Here and There. The large photographs accompanying the units are intended to stimulate the conversation relating to the objectives and vocabulary given. Skill Masters are also included for reinforcement.

SCIENCE AND HEALTH

***Scott, Foresman Science**
Scott, Foresman and Company
Tucker, Georgia

This series uses a series of worksheets with stories and activities described in a teacher's manual. The stories introduce science vocabulary and concepts. Activities are listed which require some teacher direction. They may be adapted to a learning center format easily. Each unit contains a letter to the parents explaining the concepts to be taught in the lesson which follows. Tapes and posters are also included to add substance to the lesson.

***Choosing Good Health**
Scott, Foresman and Company
Tucker, GA

The workbook series requires students to construct items, puzzles, and pictures as a part of the instructional method defined. Each lesson presents a concept relating to good health practices. Objectives and methods of instruction are listed for each lesson. Clear, colorful photographs are used to illustrate each lesson.

***GOAL: Beginning Science**
Milton Bradley Company
Mississippi School Supply
Jackson, MS

The program is designed for small group instruction. Through unit cards the teacher is directed to conduct activities which encourage student participation. Some units are prerequisites to others. Objectives for each unit are listed as are exploratory activities and lesson activities. Spirit duplicators and activities for evaluation are included in each unit. Activities for evaluation are included in each unit.

***Mississippi Child Care Food Program**
Mississippi State Department of Education
Child Care Food Program
P. O. Box 771
Jackson, MS 39205

Materials are available for the teacher to structure lessons around basic concepts relating to nutrition. (This material is free upon request.)

***Addison-Wesley Science**
Addison-Wesley Publishing Company
Reading, MA

This science series engages the child in the exploration of topics through many avenues. The lessons are presented to develop visual discrimination, vocabulary development, logical thinking, flexibility of thought, and listening and speaking skills. The teacher's manual provides the teacher with information relating to the concept to be taught, summarizes the science content presented, lists vocabulary to be explained, and lists materials to be utilized and instructional techniques employed. A materials kit and duplicating masters are included. The activities can be used in a learning center format.

***American Cancer Society**
345 N. Mart Plaza
Jackson, MS 39206

The American Cancer Society has available brochures and kits at no cost to teach body awareness and good health habits.

PARENTING

***Systematic Training for Effective Parenting**
American Guidance Service, Inc.
Circle Pines, MN 55014

The material in this kit is designed to assist in facilitating parental discussion on topics such as Children's Behavior and Misbehavior; Communication: Listening, Exploring Alternatives; Developing Responsibility; and Encouragement. The five cassette tapes are to be used during nine sessions with a guide book to direct the leader. A parent handbook, posters, and charts are also included to enhance the sessions.

Although good equipment, adequate materials of instruction, and suitable facilities are very necessary and desirable, the most important factor is the professional, skillful teacher. Equipment can be made (see Appendix G) and/or adapted by teachers to suit a variety of needs within the instructional program.

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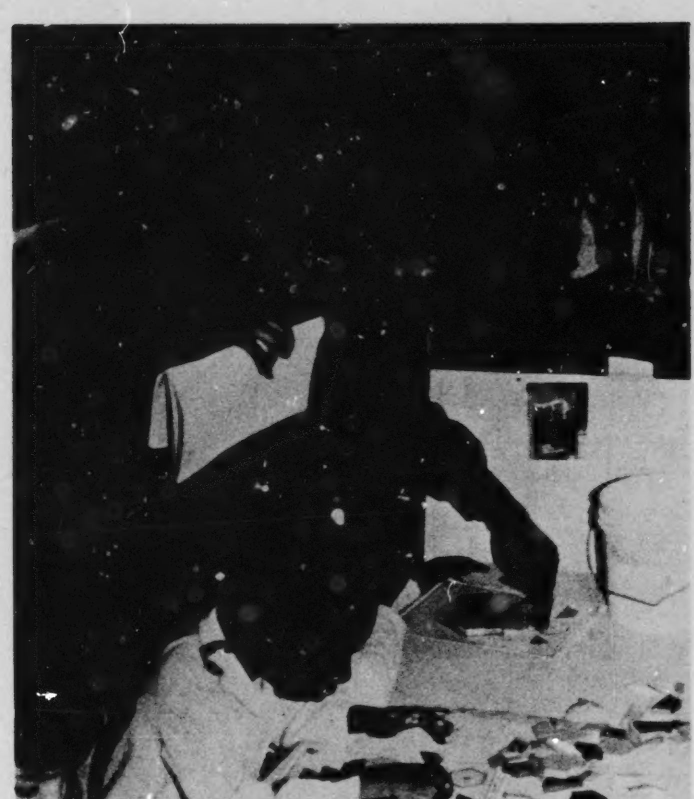
Program Assessment



PROGRAM ASSESSMENT

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PROGRAM ASSESSMENT

Assessment is a judgemental skill. An experienced teacher should call into consideration all the techniques that are useful and reasonable. Evaluation of the program objectives or an individual's growth should not be limited because of the narrowness of only one instrument. The total package of information learned about both the program and the individual must be brought into play if the potential of all the children is to be reached. In addition, an assessment program needs to provide continuity from the beginning of the school year to the end of the school year and with ensuing school years.

Assessment means charting the growth of each child in all phases of development, encouraging natural curiosity, and opening new vistas for the future.

WHAT CONSTITUTES ASSESSMENT?

Kindergartens are established on the premise that early experiences help insure academic success. Success for the children is dependent upon how effectively schools are able to assess their programs in relationship to the needs of the children.

Due to differences in five year olds, assessment must be a primary concern of the kindergarten teacher. Naturally, this means that assessment plans must be included when a school designs its kindergarten program.

Decisions concerning assessment must be made in the development of the program. These decisions will involve:

What type instruments should be used?
Should informal assessment be given more weight than formal?
Which instruments will serve the program's overall goals and philosophy?
Where can these be obtained?
When and how often should they be used?
And most importantly, how is this information to be used?

The first step is to conduct an assessment of all the children on an individual basis. All teachers should have had training with the instruments to be used.

If possible, evaluation of the children should be conducted in the spring preceeding the fall enrollment. If this is not possible the initial assessment should be conducted at the beginning of the school year after the teacher has spent two or three weeks in the program to allow the children an opportunity to adjust to the new environment.

SCREENING INSTRUMENTS

Screening instruments should provide information about each child and allow teachers to develop plans for small and large group instruction and the total program.

This initial screening should be conducted using instruments such as the **DIAL-R (Developmental Indicators for the Assessment of Learning-Revised)**, which can be used in a relatively short period of time while the children are in centers, or the **Santa Clara Inventory of Developmental Tasks**, which takes more time to administer.

The **DIAL-R** is a screening instrument designed to be administered in a relatively short period of time to a large number of children. Interpretation of the completed **DIAL-R** requires little professional time. Since **DIAL-R** is a screening test it cannot be regarded as the total assessment of the child. The purpose for using this instrument may not be for intervention, placement or treatment. It identifies those children in need of follow-up services.

The **Santa Clara Inventory of Developmental Tasks (I.D.T.)** identifies 60 tasks which represent "milestones" in development. The tasks are sequenced by chronological age and by degree of difficulty beginning with motor skills, continuing with perceptual, and concluding with language and cognitive skills. The **I.D.T.** is an excellent screening device, a record to be used in parent conferences, and another device for designing activities for individual needs.

Both of the above instruments should lead to additional assessment or diagnostic evaluation based on individual, program, and general research needs of individual school districts. Additional information concerning these instruments is found in Appendix H.

After conducting initial assessments the information gained should be regarded as a beginning in program planning and implementation. Initial assessments provide data about children as they enter a program. The data are then used to plan more specifically about each child's needs in relation to specific goals. Other evaluative instruments are necessary to assist teachers in keeping track of information about each child on a short and long range basis. After the initial screening a decision concerning standardized tests, checklists, and anecdotal records should be made.

STANDARDIZED TESTS

Standardized tests are not to replace other types of instruments, but are used to provide comparisons with the beginning and the end of a program, with year by year growth throughout the system, or for the study of the program's curriculum.

In the event that the State Department of Education suggests one particular standardized instrument for a state-wide program evaluation, school districts will have the opportunity to use additional instruments for closer scrutiny of the program.

Four standardized tests are suggested for consideration. Each is explained more fully in Appendix I.

I. **The Stanford Early School Achievement Test (SESAT)**, tests four areas - environment, mathematics, letter sounds, and aural comprehension.
The **SESAT** provides information from which to develop the child's instructinal experiences.

II. **The Metropolitan Readiness Tests (MRT)**, tests those skills "that are important for early school learning — reading, mathematics, and language development." The test helps determine readiness for learning and identifies instructional needs. **(Psychological Corporation)**

III. **The Boehm Test of Basic Concepts (BTBC)**, is a picture test appraising concepts normally found in preschool and primary grades. It assists in the identification of children whose understanding of basic concepts is low, but also identifies concepts not understood.

IV. **The Test of Basic Experiences (TOBE)**, provides objective measures of the degree to which young children have acquired the concepts and experiences that are related to effective classroom participation during the early school years.

CONTINUOUS ASSESSMENT

Continuous assessment is used to provide links between the identification of student's instructional needs and the program's instructional objectives. A suggested example of an instrument for use is the **Georgia Kindergarten**

Assessment of Communication Arts and Numbers Understanding, (National Evaluation Systems, Inc., Amherst, Mass. 01002) which provides the user with diagnostic information on the developmental level of skill attainment for each objective for individual students. Excerpts are found in Appendix J.

The test is organized into six (6) sections, each of which may be administered independently over a period of time or as a part of the complete test. The Communication Arts are assessed through items written for the twenty-three (23) objectives of the four (4) goal areas of number and numeration, measurement, geometry, and money.

The test manual provides detailed procedures and directions that should be followed to maintain consistency of administration. Included also is a review of the materials needed for student testing, tips on providing motivation of students, and tips on scoring using the three (3) student record sheets and class profile. There are two (2) types of items — those administered on a one-to-one basis and those administered in small groups of three to five students.

For all of the eighty-five (85) items the following information is provided: Objective tested, item number, mode of assessment, directions, checklist of tasks/skills assessed, and the scoring criteria. For those items requiring a worksheet, a set of forty-three (43) oaktag worksheets marked with the appropriate test item number is included in the manual.

INFORMAL RECORD KEEPING

Concern for excellence in education and in Mississippi Kindergartens has sent educators scurrying to attest to the fact that schools can and should be accountable — often using only the type of standardized instruments suggested formerly. Standardized testing can be narrow, time consuming, and expensive. Therefore, it stands to reason that if there are other methods of evaluation that are less time consuming, less expense, and these methods include a broader set of evaluative criteria, they should be considered. These methods do exist and are commonly known as classroom teacher predictions based on checklists, anecdotal records, and information from the home. **(Tallager, Perrone, Perry, and Stevenson)**

CHECKLISTS

Checklists provide an efficient means of recording the presence or absence of specific behaviors in given situations. The checklist consists of a list of statements about behaviors which may be exhibited. For each statement on the list, there is a place to indicate whether or not the behavior was observed. Hence, checklists indicate a precise yes/no on the part of the observer. Basically, checklists give a means of recording whether a behavior is present or not, also, whether the behavior was observed or not at the time the checklist was used. On this type of form, usually a check mark, or other indicator is to be placed in the appropriate space on the checklist form. Two examples of a checklist appear in Appendix K. Caution: Teachers **should not** teach an item which says "write name." Instead a teacher checks a piece of art work to see if the child is able to write his name and **then** marks the checklist.

ANECDOTAL RECORDS

Anecdotal records are brief accounts of incidents and behaviors. They should be factual descriptions and should be used for recording information about unanticipated behaviors. The exact format of the record form may vary, but certain items should be included: name of the child, name of the observer, date, time, setting, and a description of the incident. See Appendix L for an example.

PROGRAM EVALUATION

The preceding sections of this chapter have primarily dealt with student evaluation. However, assessment of a successful kindergarten program must be based not only on student's needs and interests but also on how those needs are met in the whole program. Teachers must actively plan, implement, and evaluate the operation of the entire program. At established times the teacher should review the learning environment needed and provide for its relevency. A review should be made of the progress students are making with regard to curriculum in order to gain information about what knowledge, skills, and attitudes should be expanded, included, or deleted in the learning environment. Assessment of the materials and equipment needed to implement the curriculum should be made periodically. The organization and management should be critiqued as to its effectiveness in dealing with students, with those providing the instructional services, and with parents or volunteers.

Assessment of the interworking of these components is necessary. Each program director or teacher should decide how each component will be evaluated, how to gather the data to assess the components, how to analyze the data gained, and what use will be made of the analysis of the data. Decisions must be made not only on state and local program requirements but also the exhibited needs of students.

The two illustrations in Appendices E and J are examples of ways to obtain program data for decision-making. One example is a sample of an Accountability and Instructional Management (AIM) Plan for kindergarten (E), and the second is a portion of an evaluation checklist for evaluating all phases of the kindergarten program (J). They are by no means exhaustive in depth and therefore represent only a point of departure for the process of locally evaluating the district's kindergarten program.

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Parents and the Learning Process

PARENTS IN THE LEARNING PROCESS

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PARENTS IN THE LEARNING PROCESS

Parents or guardians are a child's earliest and most important teachers. If the kindergarten program is to be meaningful, it requires building upon the child's initial learning experiences. It is essential that administrators set the stage or lay the foundation for informing and involving the parent(s) in the kindergarten program. Administrators serve as an advisory council to enhance good parent-teacher relationships. The key is the creation of a positive, two-way information dissemination network between the home and school. **(NAEYC, 1983)**

Administrators should promote avenues that allow teachers and parents time to work together to form a home-school partnership that fosters the growth and development of the total child. Administrators must take the initiative in establishing a communication system with parents or those responsible for children regarding the impact of education on the progress of the community. Parents that are directly involved in the education of their child often find that the child tends to achieve more in school and contributes to the quality of life in their communities.

Parental attitudes toward school have a tremendous impact on the attitudes of children. According to **Gordon (1970)**, **Bibel (1970)**, and **Bronfenbrenner (1974)** as cited in the Georgia State Department of Education's Handbook, when administrators and educators reach out to parents to encourage their active participation, a more effective education will be provided for children.

The assumption of a variety of responsibilities should be assumed by administrative staff persons during the program's formative stages. One such responsibility may be stressing to teachers that some basic knowledge about each child's home environment aids in the teacher's understanding of how the child will function on school tasks. Many children live with grandparents, other relatives, or in foster homes rather than with their own parents. Full-time employment of the mother, single parent families, unemployment of the father, and a large number of family members, such as extended families, may create problems and pressures that affect all family members. Knowledge of the many kinds of family circumstances can contribute infinitely to understanding the individual child's needs.

Administrators should seek creative ways to involve all parents in the learning experiences of their children; therefore, strategies are included which will develop and nurture positive parent-teacher relationships. No one approach works in all situations. Consideration should therefore be given to all these approaches.

Workshops

Aim: To introduce the parents to the kindergarten program regulations and guidelines.

Parent's Handbook

Aim: To identify and complete specific tasks that support the program. The orientation provides faculty, staff, and administrative personnel with an opportunity to involve parent(s) as tutors, aides, attendance monitors, fund raisers, field trip monitors, clerical helpers, and media coordinators.

Volunteer Program

Aim: To assist with "day to day" operation of the kindergarten program.

ACHIEVING PARENT INVOLVEMENT

Discussion - to stress the importance of progress reports, the importance of parent advisory groups, task forces, and other school programs designed to encourage community, school, parent interaction.

Communication Centers Incorporated with Parent Organizations - to help promote person-to-person and day-to-day communication as a vital key to an effective home-school partnership.

Training Programs - to give parents skills as classroom aides; prepare them for other volunteer positions.

Designs for Evaluation - to continually examine and encourage evaluation and re-evaluation in order to determine whether program goals are in keeping with light of changes in population, in social structure, in technological development, in economic conditions, and patterns of living. The goals shall be revised as necessary to meet the changing needs of students, the needs of the society, and the mandate of changing times.

STARTING THE KINDERGARTEN PROGRAM

The kindergarten program may be a successful educational enterprise when administrators form partnerships with teachers, parents, and the community in getting kindergartens off the ground.

GETTING A GOOD START IS THE BEST WAY TO INSURE A SUCCESSFUL PROGRAM FOR YEARS TO COME.

Communicating with various groups of people will be a major responsibility during the initial year of the program. In fact, the better job done in establishing the support systems and communication networks, the less effort it will be in the ensuing years. In the long run, preparatory work will be worth a lot to the administrator, school system, parents, and the children.

Although public school kindergartens are new to Mississippi, Mississippians are not pioneers in this venture. All across the nation, school personnel are smoothly and successfully overseeing kindergarten programs. A partial listing of locations in Mississippi where public school kindergartens have been operating under federal funding is included in Appendix M. It may be noted that neighbors and friends in nearby school districts can be of valuable assistance as preparations for program implementation are being planned by the local school district.

Upon completion of the administrative set up – location of the kindergarten programs, teachers, equipment, etc. – there will be a need to communicate to the parent(s) and public about the program that is to be offered. Community awareness can lead to a strong support network and a key to the successful implementation of the local kindergarten program.

The publicity surrounding the passage of the Education Reform Act has generated high interest in public kindergartens will be implemented in their communities. It is important that school personnel identify those community persons that actively worked for the passage of the Education Reform Legislation. These persons may be the schools' best friends and are good resources to assist with the initial work in getting the program started.

Program specifics need to be promoted through at least two mediums: a brochure for community education and a parent handbook which each school district is required to prepare. The basic information about class location(s), registration, dates, student eligibility, philosophy, and operational plans should be addressed in the publications and also released to local newspapers, PTAs, and community groups.

REGISTRATION

An important aspect in program implementation will be to set up registration procedures for the district. Prior to registration for the 1985-86 kindergarten program, the pupil selection procedures must be explained to the parent(s) and included on all registration forms. Registration should take place in the Spring prior to the Fall term. March, April, or May registrations are recommended. It may be helpful to hold registration at the elementary schools or in conjunction with registration at the other grade levels. (Parents who have to come to school to register children for another grade can register their kindergartener at the same time.) Elementary school principals may send notes home with elementary students notifying the parent(s) of registration for the new kindergarten class. PTAs can be very helpful in staffing and promoting the kindergarten registration and may adopt this activity as a community service. Community and civic organizations may be contacted to help with the registration process.

Announcements concerning the place, time, and importance of registration need to be made in local newspapers, on T.V. and radio public service programs, in the elementary schools, PTA, and community civic organizations. Announcements need to include what parents must produce at registration in order to complete their child's registration - Certified Birth Certificate and Certificate of Immunization from the doctor or the Health Department.

Program registration for the 1985-86 school year is an appropriate time to get the parent(s) to complete the registration forms and certificate of residence. Samples of these forms are found in Appendix N. The Notification of Selection for Program Participation Form, Parent Interest Survey, Field Trip Permission Form, Volunteer Profile, and any other pertinent information instrument may be completed by parents following selection of students into the 1985-86 program. Samples of these forms are found in Appendix O.

Registration for the 1986-87 school year would be conducted in the same manner, with the exception that all children who register are eligible to be served. At this registration period it would be appropriate for all forms to be completed by parents. These forms are found in Appendices D, N, and O. The parent handbook and program brochures should also be disseminated at registration.

THE KINDERGARTEN PERSONNEL AND THE PARENT INVOLVEMENT PROCESS

The school personnel is responsible for getting the parent(s) involved in all aspects of the program.

PROCESS OF INVOLVING PARENTS IN THE SCHOOL PROGRAM

RECRUITMENT

School personnel is responsible for recruiting the parent(s) with the intent of involving them in primary and supportive roles with regard to the program.

HOW?

- Letter of invitation
- Commitment form
- Personal interview

WHY?

- To inform parent(s) about their role in the program.
- To identify parents' interests, talents, and needs.
- To encourage parent(s) participation.
- To promote interest and involve the community in the program.
- To insure community support for the program.

PARTICIPATION

Parent(s) participate in the program through informal and formal activities.

***Informal Participation**

As soon after the children are selected (1985-86 school year)/registered (1986-87 school year), and if possible before they begin the program, the school staff should assist the parent(s) to develop and participate in a variety of informal activities. These informal activities will help parent(s) to:

- Get to know the school personnel.
- Learn more about the components of the kindergarten program.
- Learn their roles and responsibilities in support the program.

***Formal Participation**

As the parent(s) and staff get to know each other and identify some of their needs and interests, the staff should assist the parent(s) to develop and participate in the program in a more formal manner.

HOW? The staff should:

- Hold group committee and school advisory committee meetings.
- Conduct training sessions for elected representatives.
- Recruit and train parent(s) to work as paid and volunteer workers at school.
- Assist the parent(s) to plan workshops on:
- Child Growth and Development
- Parent-Child Relations
- Family Health and Safety
- Community Resources and Problems
- Consumer Education
- Career Development
- Culture and Heritage

WHY? These more formal activities help the parent(s) to:

- Gain a deeper understanding about parental role and responsibilities.
- Enrich the children's program.
- Broaden their knowledge of available community services needed and community problems.

INVOLVEMENT

As the staff assists the parent(s) to increase their participation, they should become more involved in the school's program.

HOW? Parent(s) can be involved as:

- Consultants to staff and other parent(s)
- Instructional assistants
- Members of policy groups
- Curriculum planners
- Home visitors
- Members of steering committees
- Training sessions conductors
- Extracurricular planners
- Fund raisers
- Members of advocacy groups

COMMUNICATING WITH PARENTS

WHAT IS KINDERGARTEN?

Kindergarten may be the first formal learning environment that the child encounters. As such, making the transition from home to school should be given careful consideration in order to make the change as easy as possible for the child. Kindergarten stresses development of the total child, enabling the child the grow socially, mentally, physically, and emotionally. The child will be given the opportunity to develop competence and self-confidence in learning areas such as language development, motor development, mathematics, creative play, and music. The child is not expected to learn to read during the kindergarten year, but rather is acquiring skills which will ready him/her for the more formal instruction to follow in the elementary grades.

WAYS TO COMMUNICATE PROGRAM INFORMATION TO THE COMMUNITY

***Information Brochure**
The first step in writing a brochure is to determine a philosophy which reflects the planned kindergarten program in the community. What are kindergarten program goals? What does the district believe about the value of the kindergarten educational experience?

The philosophy is important because it will help the parents and others understand the purpose of kindergarten. It will explain that five year olds are ready to learn, and proposes how learning will occur. The program's philosophy is the vehicle to communicate to the parent(s) and public an understanding of the educational needs and aptitudes of all participants and that kindergarten will be a significant learning experience for children.

The brochure should include details of the district's program -- where the kindergarten classes will be located, when and how to register, what children are eligible and important dates of the school year.

The medium is the message, so careful attention should be given to the appearance of the brochure. It should be attractive to entice people to read the information. Enough copies should be available for all school personnel, PTA meetings, speaking engagements at various civic organizations, and distribution in public places. Copies for legislators and other public officials should be made available also.

PARENT HANDBOOK

A Parent Handbook, given to each parent or guardian at the time of registration, is an excellent vehicle for communicating philosophy, goals, and policies of the kindergarten. The handbook should include a brief statement of the local staff's plan for program implementation based on the State Department of Education **Kindergarten Guidelines.** It is an ideal way to reinforce the school's desire to work cooperatively with the parents.

The handbook can be simply made of two or more sheets of colored paper (8½x14) folded and stapled in the center to form a booklet. The information presented should be easy to read, easy to refer to, and simply expressed. Below is a possible format:

I. Philosophy

II. Staff
 -Qualifications
 -Names of teachers/principal
 -Address and phone number of the school

III. Calendar
 -First day/last day
 -Special events
 -Holidays
 -Open house

IV. Role of Parent(s)
 -Visitation policy
 -Cooperative participation
 -Teacher-parent conferences
 -Open house, parties, field trips

V. Program Goals

IV. Curriculum Design and Implementation of Program
    -Size of classes
    -Teacher/pupil ratio
    -Methods of teaching
    -Method of evaluation
    -Materials which parents may supply to supplement those provided by the school district for program implementation

VII. Physical Facility

VIII. Health and Safety
    -Immunization and vaccination requirements

IX. Miscellaneous
    -Fees
    -Transportation: arrival and departure times
    -Lunch
    -Bad weather policy
    -Names in coats; change of clothing

Parent(s) appreciate a well-organized informative handbook; it initially speaks for the organization of the program itself.

DEVELOPING THE NEWSLETTER

A newsletter is perhaps the most effective and simplest way of communicating with each parent on a regular basis. Through a monthly newsletter, parents are able to ascertain what is happening at the kindergarten, and thus they feel more a part of their child's world. The newsletter can actually act as a stimulus for conversation between the parent(s) and child, the parent(s) and teacher, and between parent(s). The responsibility for developing the newsletter could be that of the Early Childhood Coordinator in each school district.

The newsletter keeps the parent(s) in touch with classroom activities, and also serves as a vehicle for relating information about upcoming functions. Parent(s) enjoy scale drawn calendars showing projected events, such as field trips or special programs. A newsletter can also relate informally and extend the kindergarten experience. It can also be a good vehicle for asking for volunteer help from parent(s) to meet various school needs.

A good newsletter should be attractive, on colored paper if possible, easy to read with various cartoons and illustrations to add interest, and varying formats. In summary, a newsletter is an easy way of sharing highlights of the child's kindergarten experiences and previewing future events.

SAMPLE QUESTIONS FROM PARENTS

Public school kindergartens will be new for many Mississippi communities. People will be seeking information about the program, but they will be looking for more than general details. Parents, teachers, school board members, and concerned citizens will also be noticing the attitude and the manner in which school personnel address basic questions. Familiarity with the merits of kindergartens may be longstanding, but people will still be asking many basic questions. This sample has listed some of the questions which will probably be asked by concerned persons.

Question: **Do children have to attend kindergarten?**
Answer: Attendance at kindergarten is not compulsory.

Question: **What is the student-teacher ratio in the kindergarten classroom?**
Answer: Twenty-two is the maximum enrollment in a kindergarten class.

Question: **What is the AIM thing? Does it apply to kindergartens?**
Answer: An Instructional Management Plan will be developed by the teachers to provide appropriate learning opportunities for five year olds. There is not a certain set of objectives which a child will be graded on in order to "pass" on to the first grade.

Question: **What are the qualifications for a kindergarten teacher?**
Answer: A Mississippi "A" Certificate to teach grades K-9, K-3, Nursery Kindergarten (NK), or K-8; or if a teacher has the early childhood encorsement of the "A" Certificate for grades 1-9.

Question: **Who hires the kindergarten teachers?**
Answer: The local school board hires the teachers.

Question: **Why is there all this 'fuss' over kindergartens, anyway? Doesn't Head Start and private kindergartens meet the needs of pre-school education?**
Answer: First of all, kindergartens have proven their value in a number of ways: in identifying special learning problems of children, in producing better students who will stay in school longer and be more likely to graduate from high school and less likely to get into criminal activities. Every other state in the nation sponsors a state-funded kindergarten.

Yes, it is true that children around the state benefit from Head Start and private kindergarten programs. But there are a number of children who are not reached by any of these programs. There is also a great variation among these individual programs so that children come into first grade from all kinds of different experiences.

We are making a serious effort to upgrade education in Mississippi. State-wide kindergartens will ensure that children get an equal opportunity to start out right. We should see great benefits from this effort.

Question: **Will my child learn to read in kindergarten?**
Answer: Each child learns at his/her own pace. Kindergarten is not first grade. Reading readiness experiences will be provided as part of a program designed to teach the whole communication process.

PARENT-TEACHER CONFERENCE

A desirable parent-teacher relationship means that the participants are partners in planning for and working with the child. Teacher and parent need to share their experiences with the child to gain essential information for planning educational experiences.

Inservice for Parent Involvement

In years past parent(s), teachers, and administrators met to solve problems. Today parent(s) **must** be involved in the total learning process. With this involvement the parent becomes more accountable for school success or failure of the child.

The parent involvement policy will work well if the administration allows the parent(s) to become a partner to the overall program formation of goals and objectives of the educational process. This is accomplished through proper communication channels.

The parent(s) should be allowed to spend time in the classroom; therefore, the school becomes an extension of the home and the learning environment. This may be accomplished through an organized policy that insures uninterrupted instruction of the students.

If there is common ground between the school and the home, the network of a good working relationship is in place. The role of the parent(s) is indispensable in the total educational process.

The Administrator Should Serve as Parent Involvement Coordinator

Every opportunity should be utilized to ensure the community that quality programs are available to all children and their families. The administrators should provide the support system for the community and staff to ensure effective and efficient communications.

Program education of interested parents is the administrators responsibility and staff and parent(s) should be involved in the planning and implementation of the training sessions.

The volunteer profile, (see Appendix O), completed by the parent at registration, will give valuable assistance to planning workshops, seminars, and training sessions. This will result in invaluable goodwill ambassadors within the district if the system serves them and allows them a voice in the planning of the volunteer program.

How to Use Volunteers

To be an effective volunteer a person must feel secure with the persons and activities in which they participate. Proper training will afford the kindergarten program with skilled volunteers that will provide assistance and knowledge to the teacher. Suggested workshop topics for parents are:

- Consumer Education
- Self-help programs
- How a child learns
- Make and take workshops
- Teaching tools for home use
- Discipline in the home
- Positive value of play
- Impact of television on children

A resource list is given in Appendix P to enable administrators and teachers to secure appropriate materials for involving parents in the learning process. A volunteer training session is required for parents who will be involved in the program. This allows the volunteers to orientate to the surroundings, observe classrooms and understand the operational procedures of the kindergarten program. A handbook for volunteers would be helpful. Included in this booklet should be schedules, school hours, duties of volunteers, map of room locations, lounges, offices and general school policies.

The monthly newsletter to parents will encourage volunteerism without pressure. The family member can volunteer when the class is studying something that is of interest to the family member.

Several approaches for achieving parent participation are:

- Letters - When a child's name is received to enroll in kindergarten, a letter welcoming and inviting the family to school for a visit and to an orientation session would encourage interest.

- Clubs, organizations - Community oriented clubs may be given the opportunity to be utilized in school programs. These groups may help in conducting story hour, assisting in vision checks, hearing screenings, monitoring the playground, and building playground equipment. Senior citizens are valuable resources to be utilized in every area of the school. The list of volunteers and the utilization of these volunteers are limited only by one's imagination and ingenuity.

Any person with access to the school as a regular volunteer should be carefully orientated and trained. Regardless of the circumstances, every person should be required to register in the office on an official sign-in sheet and given a hall pass to enter the classroom. The classroom teacher should be aware of the volunteers' schedule, so optimum utilization of that person is possible.

Planning the Volunteer Staff Program

- Plan the volunteer program with the total instructional and administrative staff
- Answers to the following questions may be helpful:
  Why volunteers?
  Who can volunteer?
  Where can volunteers be used?
  What type training does a volunteer need?
  When do you need a volunteer?
- Provide several volunteer training sessions and award participation certificates.
- Establish early the volunteer's role and the teacher's role in the classroom.

Planning the Training Session

The first session is most important. Fun, food and fellowship should be readily available. Provide transportation and babysitting. Arrange the session at a time when it is most convenient for all persons involved. A training format that may be followed in directing sessions is found in Appendix Q. Consult school district or local college or university staff for technical assistance in the field of early childhood programs. The parent(s) and kindergarten teachers can learn together in some training sessions. Encourage the consultant to provide films, slides or a movie type presentation with a follow-up discussion. Other sessions may be designed to educate the parent/volunteer and may be conducted by district kindergarten teachers and/or staff.

NOTIFICATION OF PARENT VOLUNTEERS REGARDING THE TRAINING SESSIONS

- Personal Contact
  Many parents or community persons would feel obligated to attend a school function when asked by a school administrator.
- Phone Call
  A phone call can be very helpful, but does not replace the face to face contact. Invite parent(s) for an observational visit and provide information regarding volunteer training, date, and time.

TIME LINE FOR PROGRAM IMPLEMENTATION

Listed below is a sample time line to assist administrators in program planning.

Prior to First Year of Program Implementation

- Review State Department of Education's (SDE) kindergarten guidelines.
- Designate an Early Childhood Education Coordinator
- Conduct community interest survey (see Appendix R)
- Establish plan of operation
  -Facilities for housing the kindergarten program
  -Approximate number of children to be served
  -Number of teachers
  -Equipment, supplies, and materials
  -Budget

Six Months Prior to Starting Program

- Adopt philosophy, goals, and program objectives
- Establish registration plan
  -Date, time, place, and personnel
  -Educate staff and public as to student selection procedure (1985-86 school year)

January/February

- Develop information for program format and application for funds that must be submitted to SDE
- Develop and print brochures regarding the district's kindergarten program

March

- Kindergarten Program Application due in office of Early Childhood Coordinator **March 8, 1985**
- Prepare and print parent handbook
- Communicate information regarding the program
  - -Distribute brochures
  - -Newspaper, radio and T.V. announcements and forums
  - -PTA and civic meetings
- Prepare registration Forms (See Appendices D, N, and O. Use SDE State-wide registration Form and any other information gathering form you choose.)
- Registration for kindergarten class(es) (School District Option)

April/May

- Receive notice from SDE on awarding of program funds
- Registration for kindergarten class(es)
- After completing registration, select students and notify parents (1985-86 school year)
- Confirm number of participating students (1985-86 school year)
- Hiring of kindergarten teacher(s)
- Orientation for teacher(s) participating in the kindergarten program

Summer

- Staff development sessions for involved faculty and staff
- Ordering of materials and equipment for classroom(s)

Fall

- Conduct parent meeting to explain the program philosophy, goals, instructional delivery, and other pertinent information
- Parent handbook and other forms disseminated to parents of participating students (1985-86 school year)
- Program begins
- Conduct ongoing staff development
- Conduct ongoing program evaluation

REFERENCES

Georgia State Department of Education. **Kindergarten In Georgia: A Supplementary Handbook.** 1979.

Pavloff, Gerald and Gary Wilson. **Adult Involvement In Child Development for Staff and Parents.** Atlanta: Humanics Associates, 1972.

"Three Components of High Quality Early Childhood Programs," **Young Children,** July, 1983.

APPENDICES

APPENDIX A
REQUIREMENTS FOR TEACHER CERTIFICATION

CHAPTER IV

REQUIREMENTS FOR TEACHER'S CERTIFICATES

A. ELEMENTARY AND NURSERY-KINDERGARTEN CERTIFICATES

GENERAL EDUCATION REQUIREMENTS FOR ELEMENTARY TEACHERS K-3 AND K-8

General education is that common body of knowledge which is thought necessary for affording the individual a broad cultural background, which deals with problems of a complex society, and which should equip him for active participation in the democratic social order.

All standard certificates issued to teachers on the elementary level require the completion of 48 semester hours in courses designated as "General Education."

		Sem. Hrs.
Career Education (to include economic awareness)		3
Children's Literature		3
English (to include six hours of composition and grammar)		9
Fine Arts		3
Comprehensive Health Course		3
Science and Mathematics		15
Biological Science	3 sem. hrs.	
Physical Science	3 sem. hrs.	
Mathematics (The structure of the real number system and its sub-systems)	3 sem. hrs.	
Geometry, Measurement, and Probability	3 sem. hrs.	
Electives	3 sem. hrs.	
Social Studies		9
American or World History	3 sem. hrs.	
Other social studies	6 sem. hrs.	
Speech		3
Total		48

NURSERY–KINDERGARTEN TEACHER

CERTIFICATE	AUTHORIZATION	TENURE	MINIMUM REQUIREMENTS
Class AAAA	To teach in nursery through kindergarten (97)	Life	1. Hold a Class AAA certificate in nursery-kindergarten 2. Hold an earned doctorate in nursery-kindergarten 3. Five years experience in nursery kindergarten
Class AAA	To teach in nursery through kindergarten (97)	10 years	1. Hold a Class AA teaching certificate in nursery-kindergarten 2. (Hours for Class AAA must be in addition to those required for Class A and Class AA) Hold a Specialist or Doctorate degree to include a minimum of 9 semester hours of graduate credit in nursery-kindergarten OR 45 semester hours of graduate credit since the Master's degree was conferred with a minimum of 21 semester hours in area of nursery-kindergarten with an overall 'B' average in all graduate work 3. Three years of experience in the area of nursery-kindergarten
Class AA	To teach in nursery through kindergarten (97)	10 years	1. Hold a Class A certificate in nursery-kindergarten 2. Master's degree patterned for nursery-kindergarten teachers which includes a minimum of 15 semester hours of graduate credit in education, 12 semester hours of which must be in nursery-kindergarten 3. Educational Research . . . . 3 sem. hrs. 4. Curriculum Methods . . . . 3 sem. hrs. 5. Two years of experience in the area of nursery-kindergarten.
Class A	To teach in nursery through kindergarten (97)	5 years	1. Bachelor's degree from an approved senior college 2. General Education listed on page 16 3. Foundations of Child Development . . . . 12 sem. hrs. Child Growth & Development . . . . . . 3 sem. hrs. Child & Family Relationships . . . . . . 3 sem. hrs. Child Health & Nutrition . . . . 3 sem. hrs. Child Psychology . . . . 3 sem. hrs. 4. Curriculum Methods . . . . 12 sem. hrs. Kindergarten Procedures . . . . 3 sem. hrs. Nursery-Day Care Procedures . . . . 3 sem. hrs. Science & Number Concepts . . . . 3 sem. hrs. Language Development & Literature . . . . 3 sem. hrs.

ELEMENTARY TEACHER'S CERTIFICATES

CERTIFICATE	AUTHORIZATION	TENURE	MINIMUM REQUIREMENTS
Class A	To teach in grades K-3, K-8 K-3 (98) K-8 (98&99)	5 years	1. Bachelor's degree from an approved senior college 2. General Education listed on page 16 3. BASIC PROFESSIONAL EDUCATION REQUIRED . . . . 21 sem. hrs a. Introduction to Elementary Education to include directed field experiences . . . . 3 sem. hrs. b. Basic reading skills. . . . . 3 sem. hrs. c. Educational Psychology . . . . 3 sem. hrs. d. Methods and Materials of Teaching Reading. . . . . 3 sem. hrs. e. Survey of the Exceptional Child . . . 3 sem. hrs. f. Internship/student teaching. . . . . . . 6 sem. hrs. 4. 18 SEMESTER HOURS IN SPECIALIZED EDUCATION (K-3, K-8) . . . . 18 sem. hrs a. Art for Children . . . . 3 sem. hrs. b. Music for Children. . . . . 3 sem. hrs. c. Science for Children . . . . 3 sem. hrs. d. Social Science for Children . . . . 3 sem. hrs. e. Math for Children . . . . 3 sem. hrs. f. Language Arts and Communicative Arts. . . . . 3 sem. hrs. 5. PROFESSIONAL EDUCATION K-3 which must include the following. . . . . 15 sem. hrs. a. Child Psychology b. Communicative Arts for Early Childhood c. Methods and Materials for Early Childhood d. Kindergarten Education e. Audiovisual Education f. Early Childhood Curriculum g. Classroom Management h. Home and School Interaction i. Physical Education for Children j. Evaluation of Instruction

ELEMENTARY TEACHER'S CERTIFICATES

(Continued)

CERTIFICATE	AUTHORIZATION	TENURE	MINIMUM REQUIREMENTS
			6. PROFESSIONAL EDUCATION (K-8) which must include the following. . . . . 15 sem. hrs. a. Child Psychology/Preadolescent Psychology b. Language Arts in Elementary Grades c. Methods and Materials in Middle Grades d. Methods and Materials in Early Childhood e. Audiovisual Education f. Curriculum for Elementary Grades g. Classroom Management h. Home and School Interaction i. Physical Education for Children j. Evaluation of Instruction

NURSERY–KINDERGARTEN TEACHER

CERTIFICATE	AUTHORIZATION	TENURE	MINIMUM REQUIREMENTS
Class AAAA	To teach in nursery through kindergarten (97)	Life	1. Hold a Class AAA certificate in nursery-kindergarte 2. Hold an earned doctorate in nursery-kindergarten 3. Five years experience in nursery kindergarten
Class AAA	To teach in nursery through kindergarten (97)	10 years	1. Hold a Class AA teaching certificate in nursery-kindergarten 2. (Hours for Class AAA must be in addition to those required for Class A and Class AA) Hold a Specialist or Doctorate degree to include minimum of 9 semester hours of graduate credit i nursery-kindergarten OR 45 semester hours of graduate credit since the Master's degree was conferred with a minimum of 21 semester hours in area of nursery-kindergarten with a overall 'B' average in all graduate work 3. Three years of experience in the area of nursery-kindergarten
Class AA	To teach in nursery through kindergarten (97)	10 years	1. Hold a Class A certificate in nursery-kindergarten 2. Master's degree patterned for nursery-kindergarte teachers which includes a minimum of 15 semeste hours of graduate credit in education, 12 semeste hours of which must be in nursery-kindergarten 3. Educational Research . . . . 3 sem. hrs. 4. Curriculum Methods . . . . 3 sem. hrs. 5. Two years of experience in the area of nursery-kindergarten.
Class A	To teach in nursery through kindergarten (97)	5 years	1. Bachelor's degree from an approved senior colleg 2. General Education listed on page 16 3. Foundations of Child Development . . . . 12 sem. hrs Child Growth & Development . . . . . . 3 sem. hrs Child & Family Relationships . . . . . . 3 sem. hrs Child Health & Nutrition . . . . 3 sem. hrs Child Psychology . . . . 3 sem. hrs 4. Curriculum Methods . . . . 12 sem. hrs Kindergarten Procedures . . . . 3 sem. hrs Nursery-Day Care Procedures . . . . 3 sem. hrs Science & Number Concepts . . . . 3 sem. hrs Language Development & Literature . . . . 3 sem. hrs

NURSERY–KINDERGARTEN TEACHER
(Continued)

CERTIFICATE	AUTHORIZATION	TENURE	MINIMUM REQUIREMENTS
Class A (Continued)			Creative Arts (art, music, etc.). . . . 3 sem. hrs. Principles of Early Childhood Education . . . . 3 sem. hrs. 5. Student Teaching (Below first grade) . . . . 6 sem. hrs. (Three years of teaching experience in the nursery-kindergarten field may be substituted in lieu of the directed teaching.)

ADDING KINDERGARTEN ENDORSEMENT TO ELEMENTARY CERTIFICATES (1 - 9)

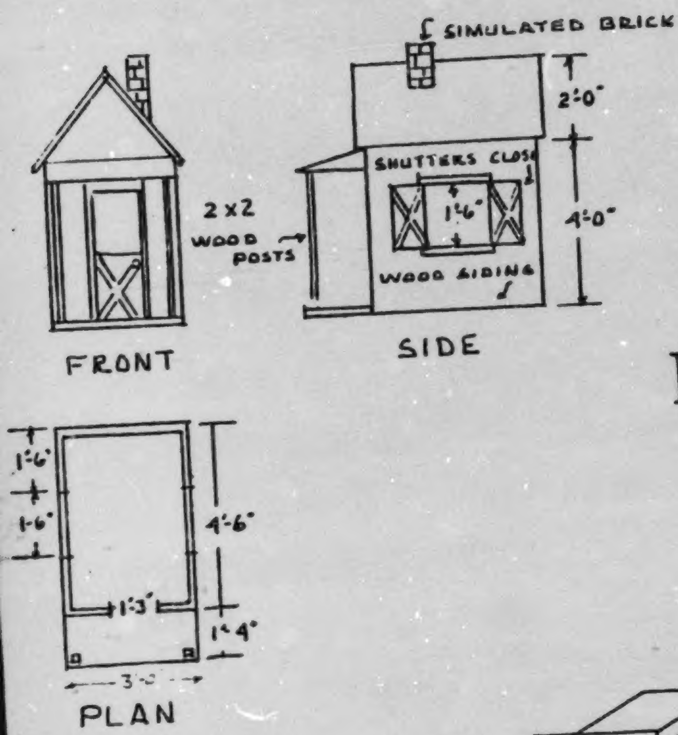
Addition of nine semester hours

Early Childhood Education Methods	3 semester hours
Child Development	3 semester hours
Principles of Early Childhood Education . .	3 semester hours

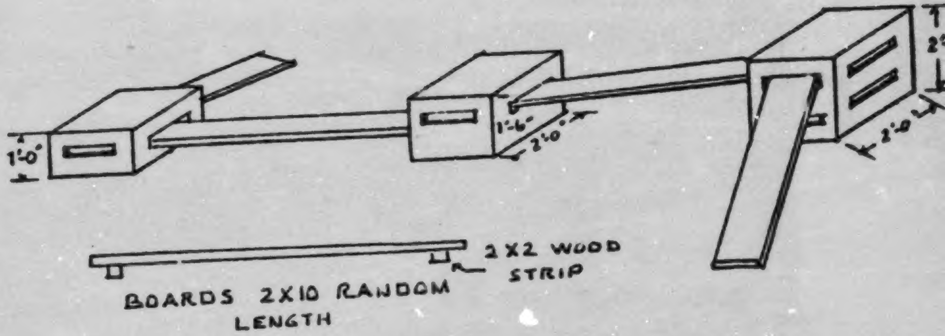
Regulations for Teacher Certification, State of Mississippi, State Department of Education, 1978, 16-2

APPENDIX B
PLAYGROUND EQUIPMENT DESIGN

PLAYHOUSE AND BALANCE BOARDS


SIMULATED BRICK
2'-0"
SHUTTERS CLOSE
1'-6"
4'-0"
2 X 2 WOOD POSTS
WOOD SIDING
FRONT
SIDE
1'-6"
1'-6"
4'-6"
1'-3"
1'-4"
3'-0"
PLAN

SCALE – 1/4" = 1'-0"


1'-0"
1'-6"
2'-0"
2'
2'-0"
2 X 2 WOOD STRIP
BOARDS 2 X 10 RANDOM LENGTH

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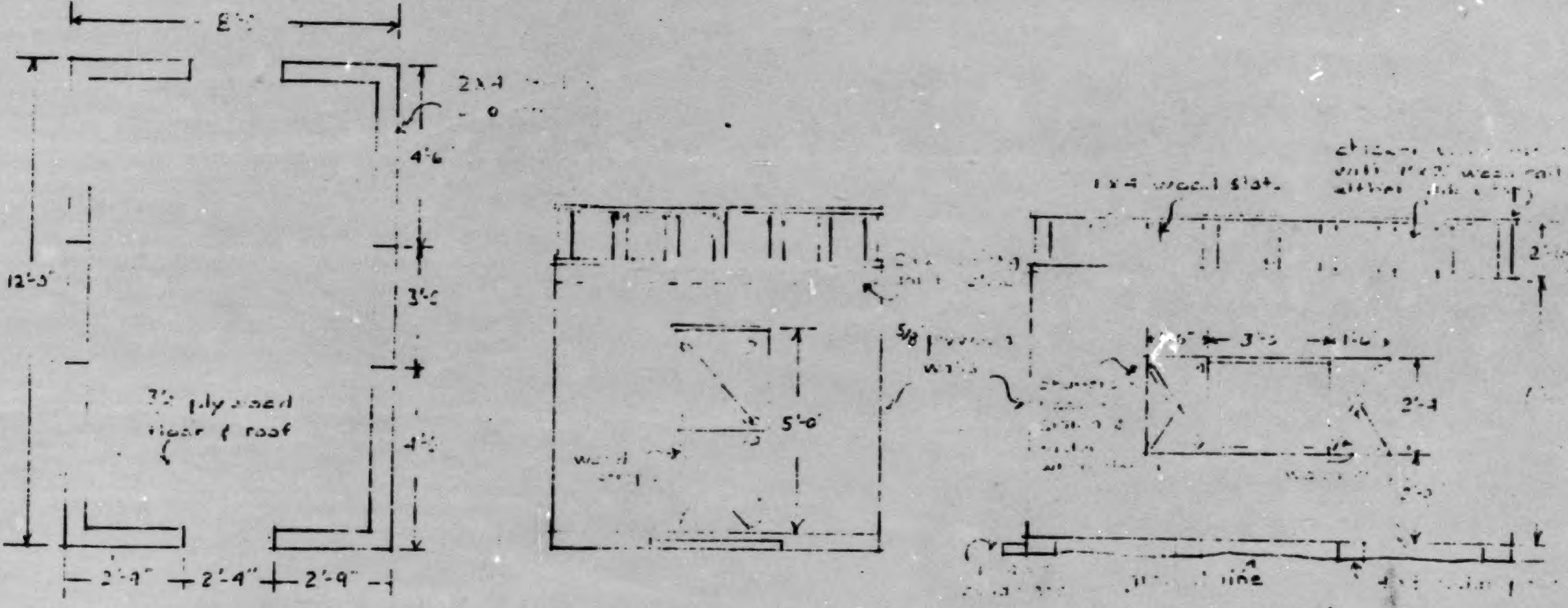
PLAYHOUSE

Activity:	Primary ... social interaction, social participation, role-playing, social cooperation interpretation
	Secondary ... manipulation, problem-solving, choosing
Justification:	Area for quiet play essential.
	Sharing and interaction promoted with inside space.
	Encourages role-playing and experimentation with "modeling."
	Versatile enough design to encourage imaginative use.

BALANCE BOARDS

Activity:	Primary ... climbing, jumping, crawling, balancing, social participation, manipulation, problem-solving, choosing, interpretation
	Secondary ... sliding, social interaction, role-playing, social cooperation
Justification:	Portability encourages creative use of materials.
	Versatility allows for imaginative as well as physical exploration.
	Provides for above-the-ground climbing and walking.


8'-0"
2x4
4'-6
12'-3"
3'-0
4'-0
3/4 plywood floor & roof
2'-9"
2'-4"
2'-9"
5'-0"
5/8 plywood walls
1x4 wood slats
3'-0
2'-4
line

PLAYHOUSE

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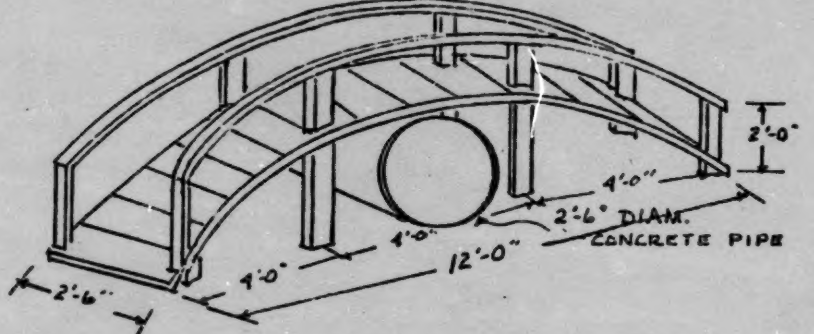
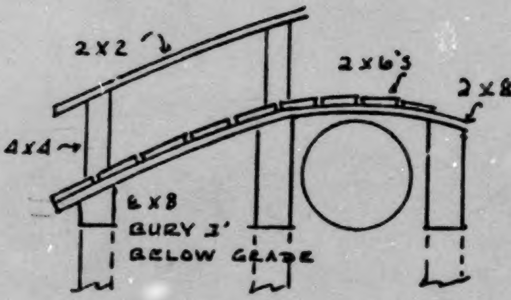
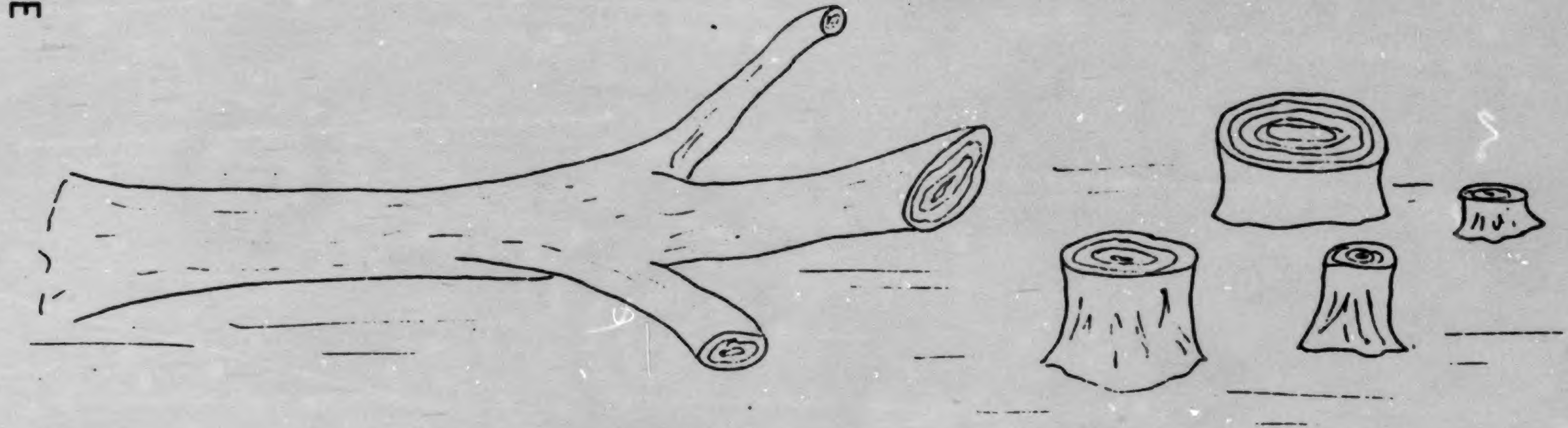
BRIDGE WITH TUNNEL


2'-0"
4'-0"
2'-6" DIAM. CONCRETE PIPE
4'-0"
12'-0"
4'-0"
2'-6"


2x2
2x6's
2x8
4x4
6x8
BURY 3'
BELOW GRADE

BRIDGE DETAIL
SCALE -1/4": 1-0"



TREES AND STUMPS

B-7

BRIDGE WITH TUNNEL

Activity: Primary ... climbing, crawling, hiding, balancing, pulling and pushing, social interaction, social cooperation, manipulation, problem-solving, choosing

Secondary ... sliding, interpretation, social participation, role-playing

Justification: Slope challenges the child to climb and maneuver portable equipment over the tunnel.

Gives immediate experience of over and under.

Gives vantage point to survey and observe.

FALLEN TREE

Activity: Primary ... climbing, sliding, hanging, jumping, crawling, balancing, social participation

Secondary ... hiding, social interaction, role-playing, social cooperation, problem-solving, choosing

Justification: Transition apparatus to encourage extension of activity.
Natural material allows for sensory exploration.

STUMPS

Activity: Primary ... climbing, jumping, balancing, social participation

Secondary ... hiding, social interaction, role-playing, social cooperation, problem-solving, choosing, interpretation

Justification: Provides use of "transitional" space.

Allows close-to-the-ground climbing for younger children.

Children can set their own height limits and can choose pathways.

Portable additions can vary the area and add new interest.

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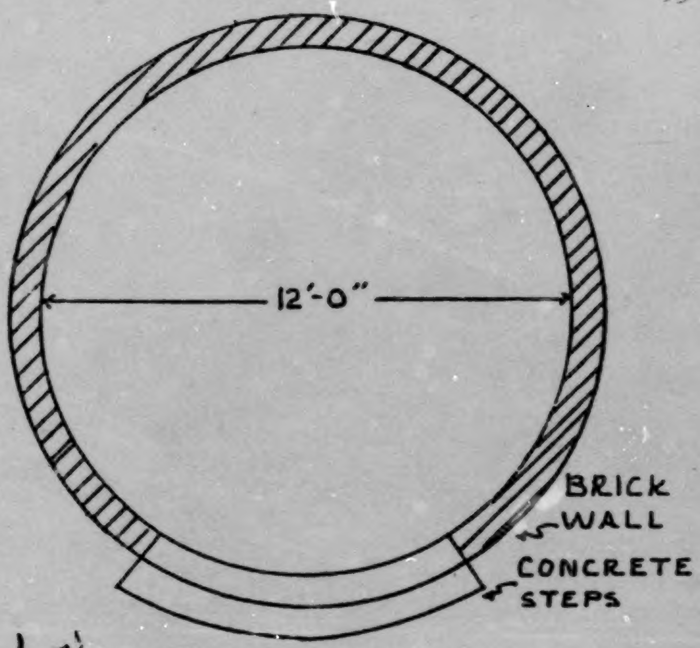
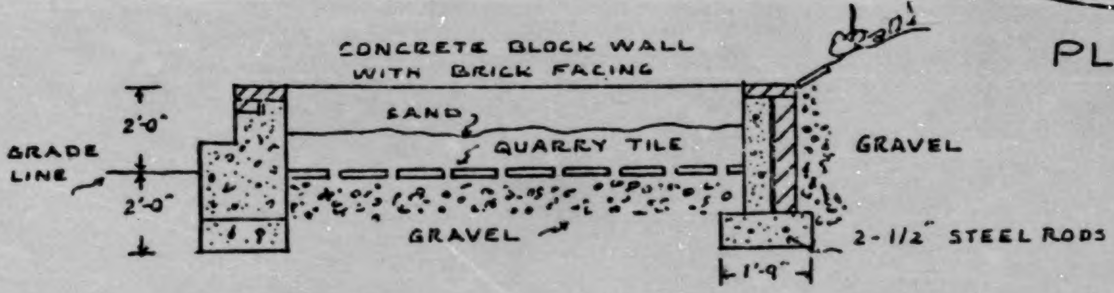
SAND PIT WITH ROCK GARDEN


12'-0"
BRICK WALL
CONCRETE STEPS

PLAN


CONCRETE BLOCK WALL WITH BRICK FACING
SAND
QUARRY TILE
GRADE LINE
2'-0"
2'-0"
GRAVEL
GRAVEL
2-1/2" STEEL RODS
1'-9"

SECTION

SCALE - 1/4" = 1'-0"

SAND PIT WITH ROCK GARDEN

Activity:	Primary . . . . jumping, social participation, role-playing, social interaction, problem-solving, interpretation
	Secondary . . . crawling, social interaction, manipulation, choosing
Justification:	Provides a material which children can "act on" to discover properties.
	Gives the child control over a part of his environment.
	Allows for solitary, parallel, and cooperative play.
	Encourages visualization and abstraction.
	Encourages visualization and abstraction.
	Provides sensory stimulation.
	Encourages exploration and experimentation with form-making.
	Gives background for later ability to conserve.

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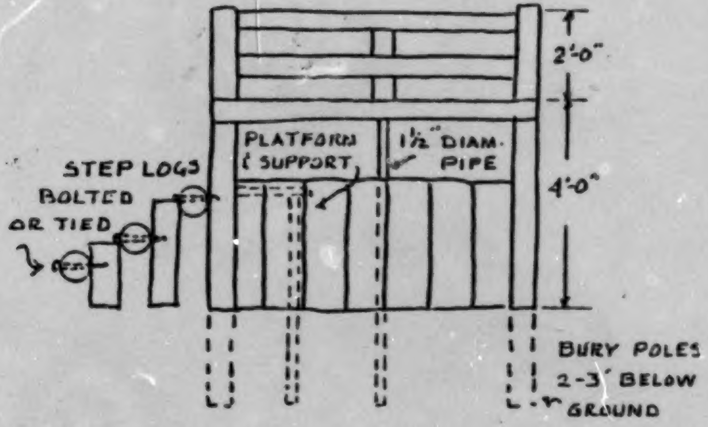
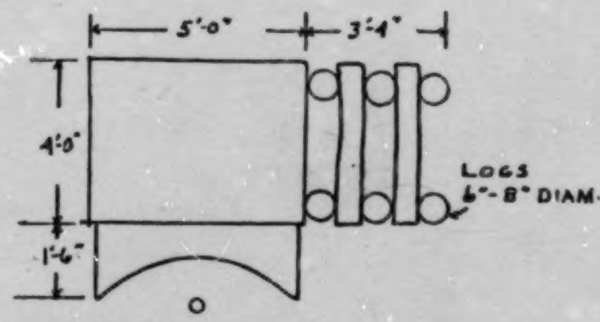

2'-0"
PLATFORM & SUPPORT
1½" DIAM. PIPE
STEP LOGS BOLTED OR TIED
4'-0"
BURY POLES 2-3' BELOW GROUND

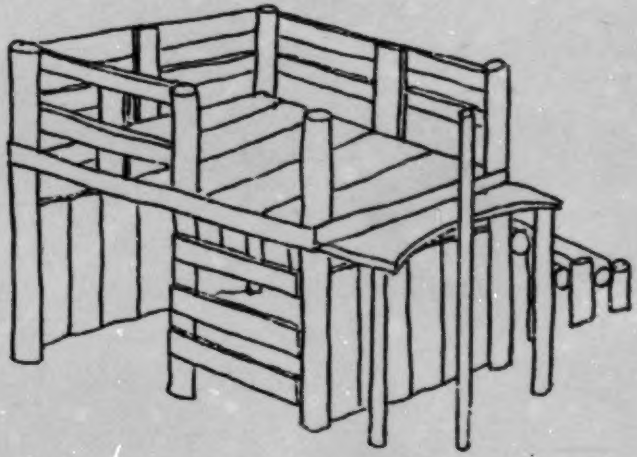
ELEVATION


5'-0"
3'-4"
4'-0"
1'-6"
LOGS 6"-8" DIAM.

PLAN

SCALE - 1/4" = 1'-0"

FORT AND TREE HOUSE



FORT AND TREE HOUSE

Activity:

Primary . . . . climbing, sliding, hanging, jumping, crawling, hiding, balancing, social interaction, social participation, role-playing, social cooperation, choosing

Secondary . . . none

Justification:

Encourages exploration of levels by providing high, open spaces, medium-level "small" space, and ground-level "inside" space.

Encourages children to choose ways up and down.

Provides transition from one type of activity to another: climbing, sliding, crawling, etc.

Encourages dramatization.

Allows for "private" small space needs.

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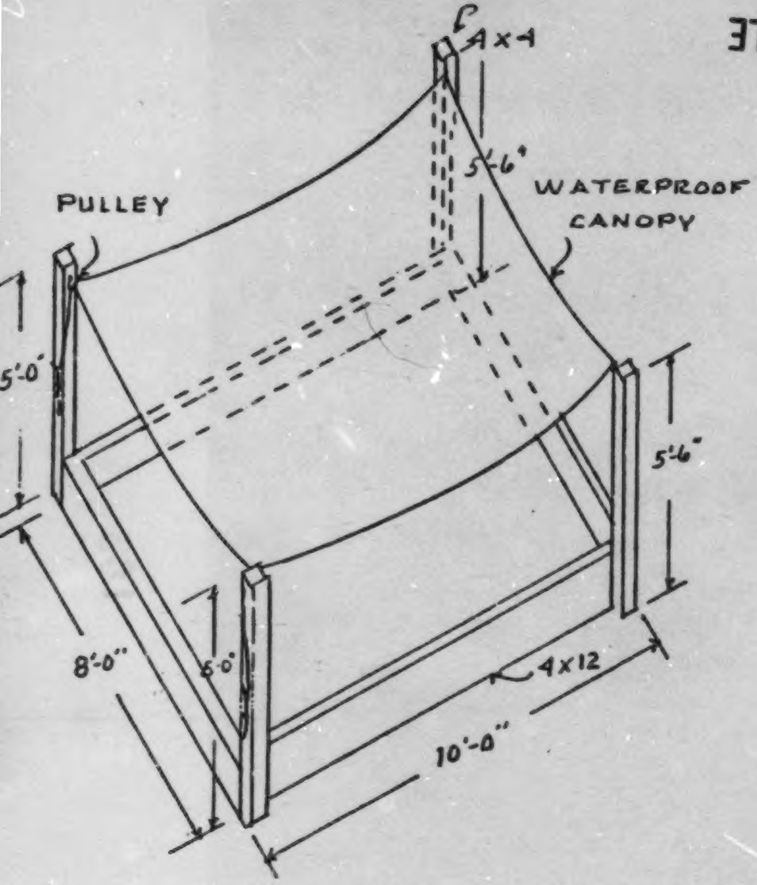
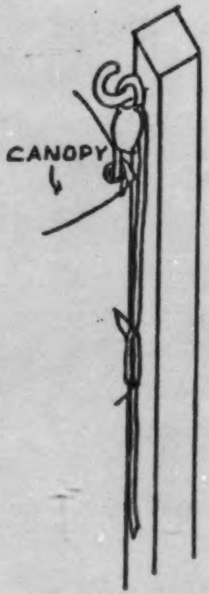

4×4
5'-6"
WATERPROOF CANOPY
PULLEY
5'-0"
5'-6"
8'-0"
5'-0"
4×12
10'-0"

SCALE - 1/4"=1'-0"



PULLEY DETAIL

SANDBOX WITH CANOPY

SANDBOX WITH CANOPY

Activity:	Primary . . . . balancing, social interaction, social participation, social cooperation, role-playing manipulation, problem-solving, choosing, interpretation Secondary . . . climbing, jumping, crawling
Justification:	Material encourages exploration and creativity. Box can be used as a low climber, a low jumping board, and a balance beam. Pulleys give experience with a simple machine in which the child provides the energy.

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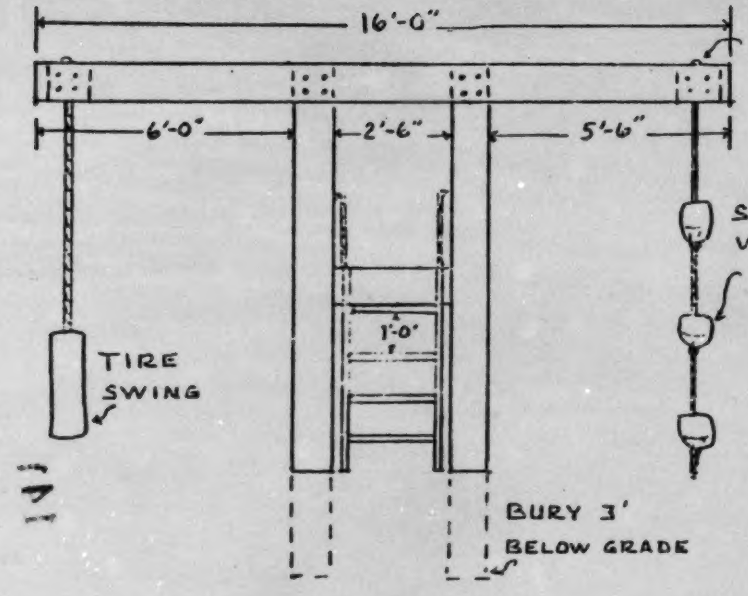
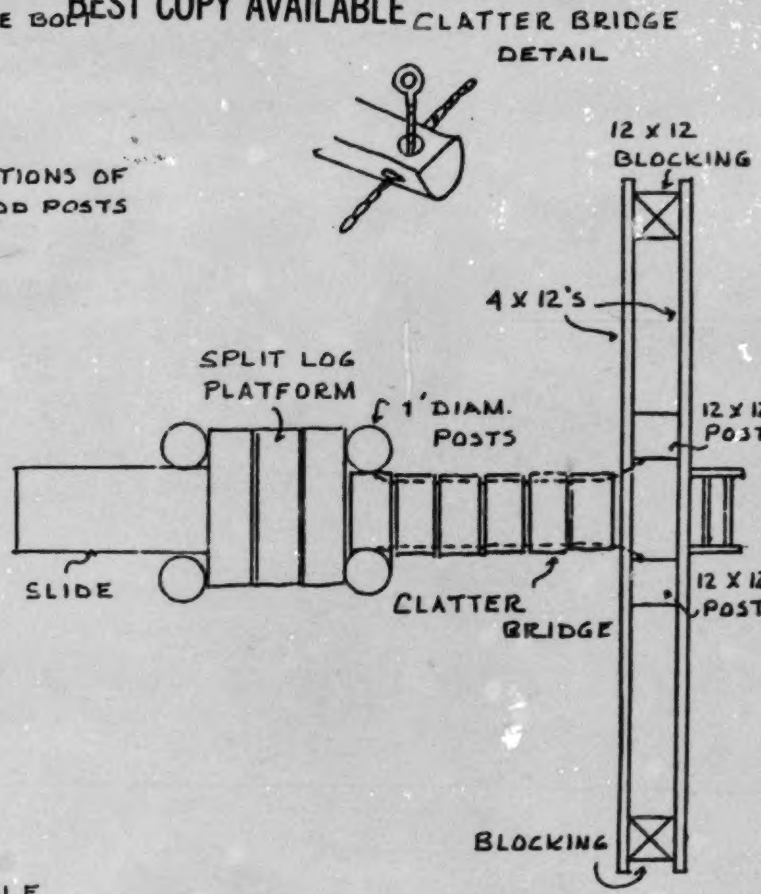
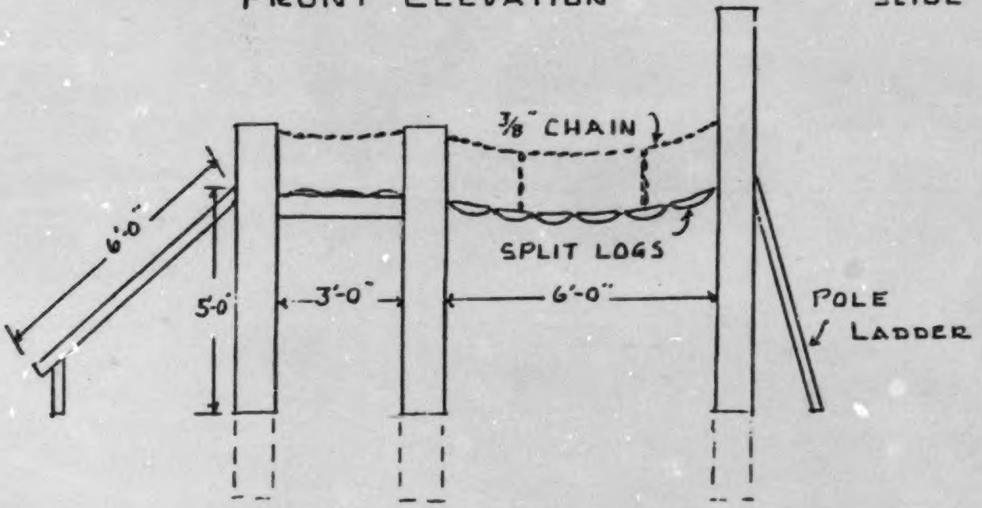

16'-0"
EYE BOLT
6'-0"
2'-6"
5'-6"
1'-0"
TIRE SWING
SECTIONS OF WOOD POSTS
BURY 3' BELOW GRADE

FRONT ELEVATION


CLATTER BRIDGE DETAIL
12 x 12 BLOCKING
4 x 12'S
SPLIT LOG PLATFORM
1' DIAM. POSTS
12 x 12 POST
12 x 12 POST
SLIDE
CLATTER BRIDGE
BLOCKING


3/8" CHAIN
SPLIT LOGS
6'-0"
5-0
3'-0"
6'-0"
POLE LADDER

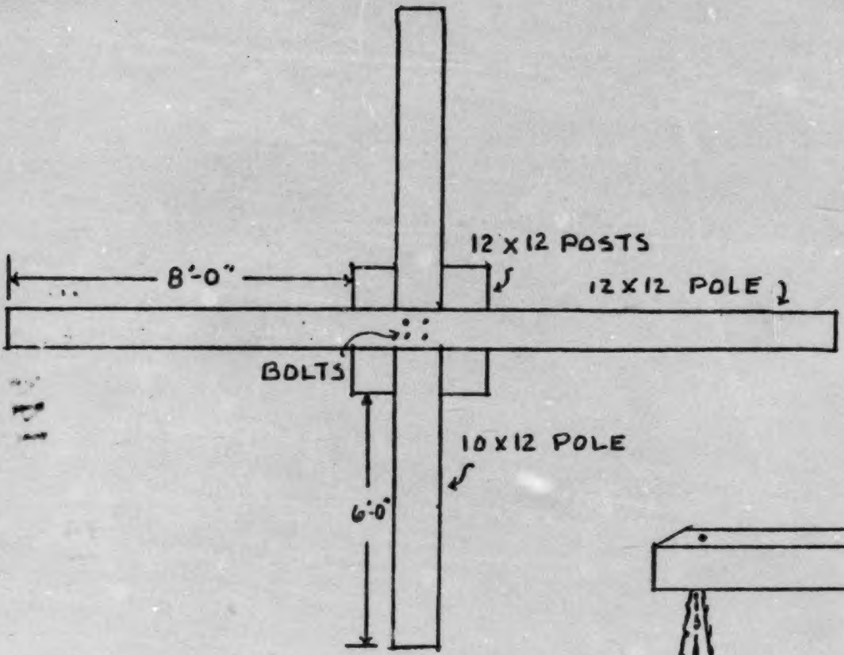
SIDE ELEVATION

CLATTER BRIDGE

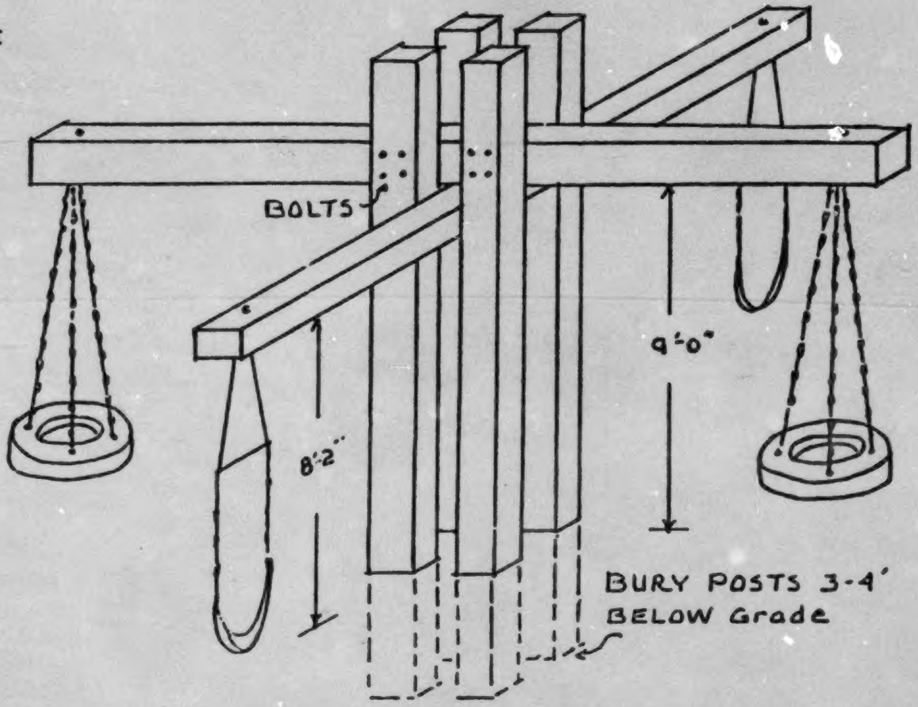
CLIMBER WITH CLATTER BRIDGE

Activity:	Primary . . . . climbing, sliding, jumping, swinging, crawling, hiding, balancing Secondary . . . crawling, social interaction, social participation, role-playing, social cooperation, manipulation, problem-solving
Justification:	Includes several options with transitional components. Gives flexible space which reacts to the child's movement and in turn demands muscular compensation.

POLE SWINGS


12 X 12 POSTS
8'-0"
12 X 12 POLE
BOLTS
10 X 12 POLE
6'-0"

SCALE - 1/4" = 1'-0"


BOLTS
9'-0"
8'-2"
BURY POSTS 3-4' BELOW Grade

POLE SWINGS

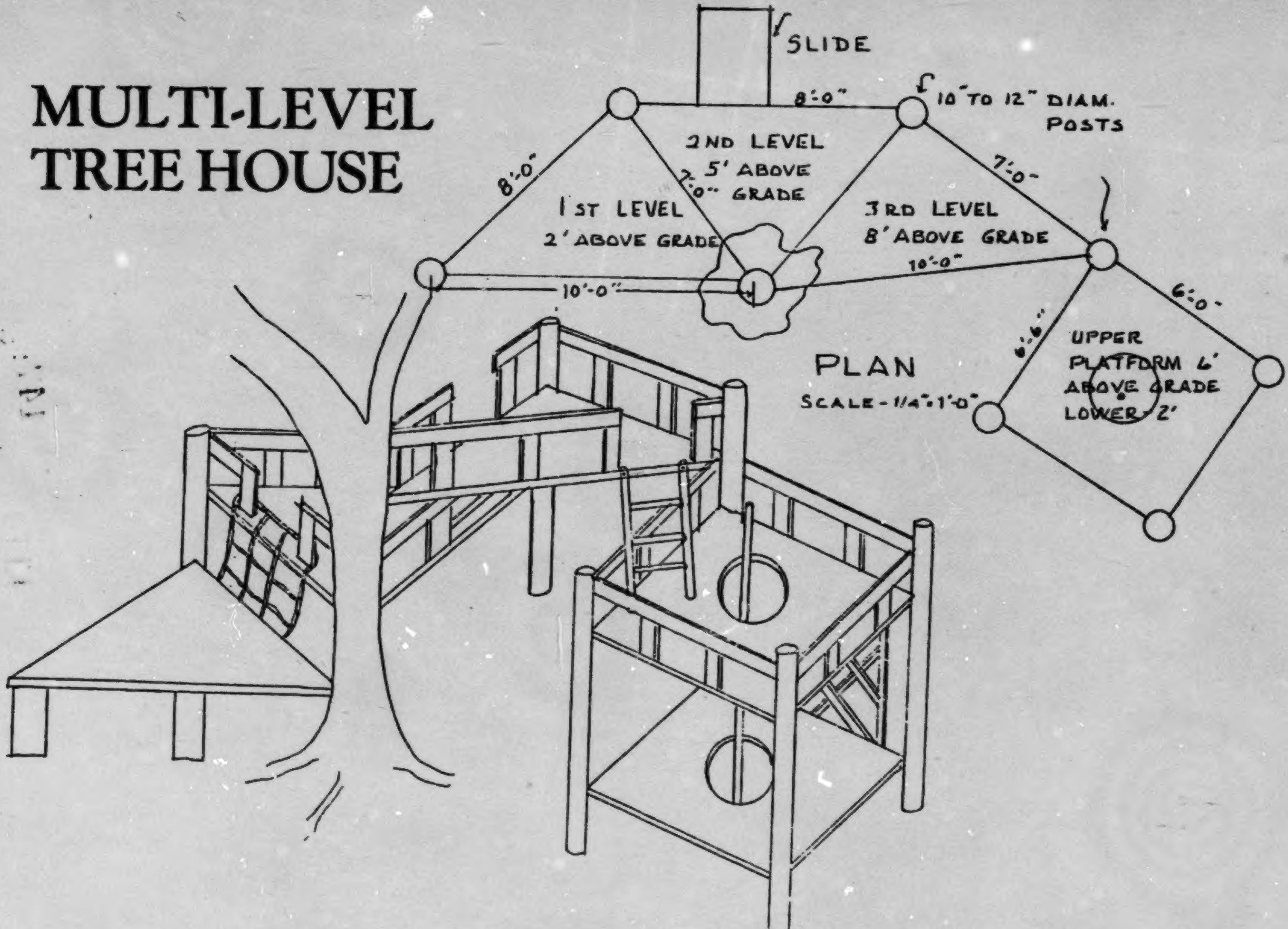
Activity: Primary . . . . swinging, balancing, pulling and pushing, social interaction, social participation, social cooperation

Secondary . . . climbing, hanging, role-playing, manipulation

Justification: Tires hung horizontally to encourage social interction and cooperative movement.

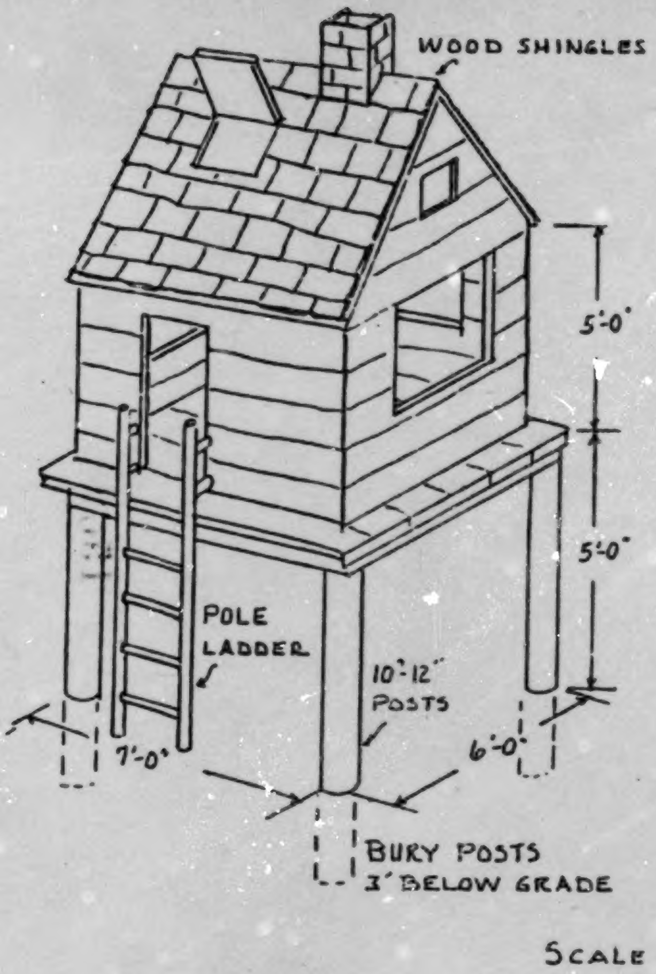
Optional seating arrangement allows for choice and is based on individual skill levels.

MULTI-LEVEL TREE HOUSE


SLIDE
8'-0"
10" TO 12" DIAM. POSTS
2ND LEVEL 5' ABOVE GRADE
8'-0"
7'-0"
7'-0"
1 ST LEVEL 2' ABOVE GRADE
3 RD LEVEL 8' ABOVE GRADE
10'-0"
10'-0"
6'-0"
6'-6"
UPPER PLATFORM 6' ABOVE GRADE LOWER 2'
PLAN
SCALE - 1/4"=1'-0"

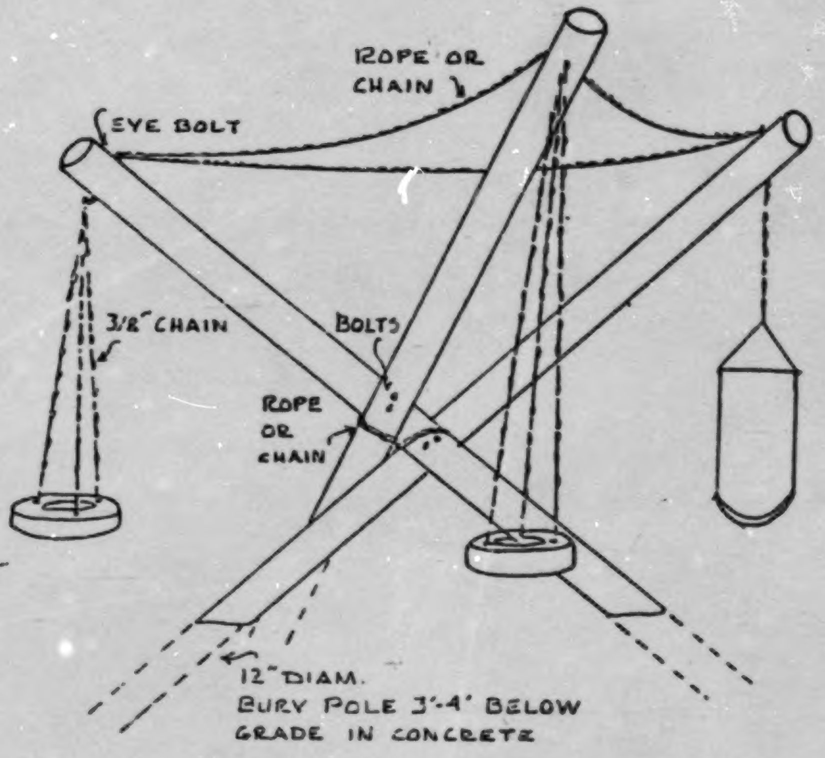
MULTI-LEVEL TREE HOUSE

Activity:	Primary . . . . climbing, sliding, hanging, jumping, swinging, crawling, hiding, balancing, social interaction, social participation, role-playing, social cooperation, choosing, interpretation Secondary . . . manipulation, problem-solving
Justification:	A multi-use, multi-level piece of equipment providing transition from level to level and from one type activity to another. Design encourages addition, changing, and re-adjustment of basic structure. Includes many types of materials . . . natural woods, metal, rope . . . some static and some responsive to the movements of the children. Encourages dramatic and imaginative play as well as physical activity.


WOOD SHINGLES
5'-0"
5'-0"
POLE LADDER
10"-12" POSTS
7'-0"
6'-0"
BURY POSTS 3' BELOW GRADE
SCALE - 1/4" = 1'-0"

GARDEN TREE HOUSE

POLE SWINGS


ROPE OR CHAIN
EYE BOLT
3/8" CHAIN
BOLTS
ROPE OR CHAIN
12" DIAM.
BURY POLE 3'-4' BELOW GRADE IN CONCRETE

POLE SWINGS

Activity: Primary . . . . swinging, balancing, social interaction, social participation, social cooperation

Secondary . . . hanging, role-playing, manipulation, interpretation

Justification: Gives choice of equilibrium base (seat, height, etc.).

Provides for need to challenge space levels and movement speeds.

Encourages balance adjustment and muscular tightening and loosening.

Helps build trust.

Encourages social interaction and participation.

GARDEN TREE HOUSE

Activity: Primary . . . . climbing, choosing, social interaction, resting, social participation, role-playing, interpretation

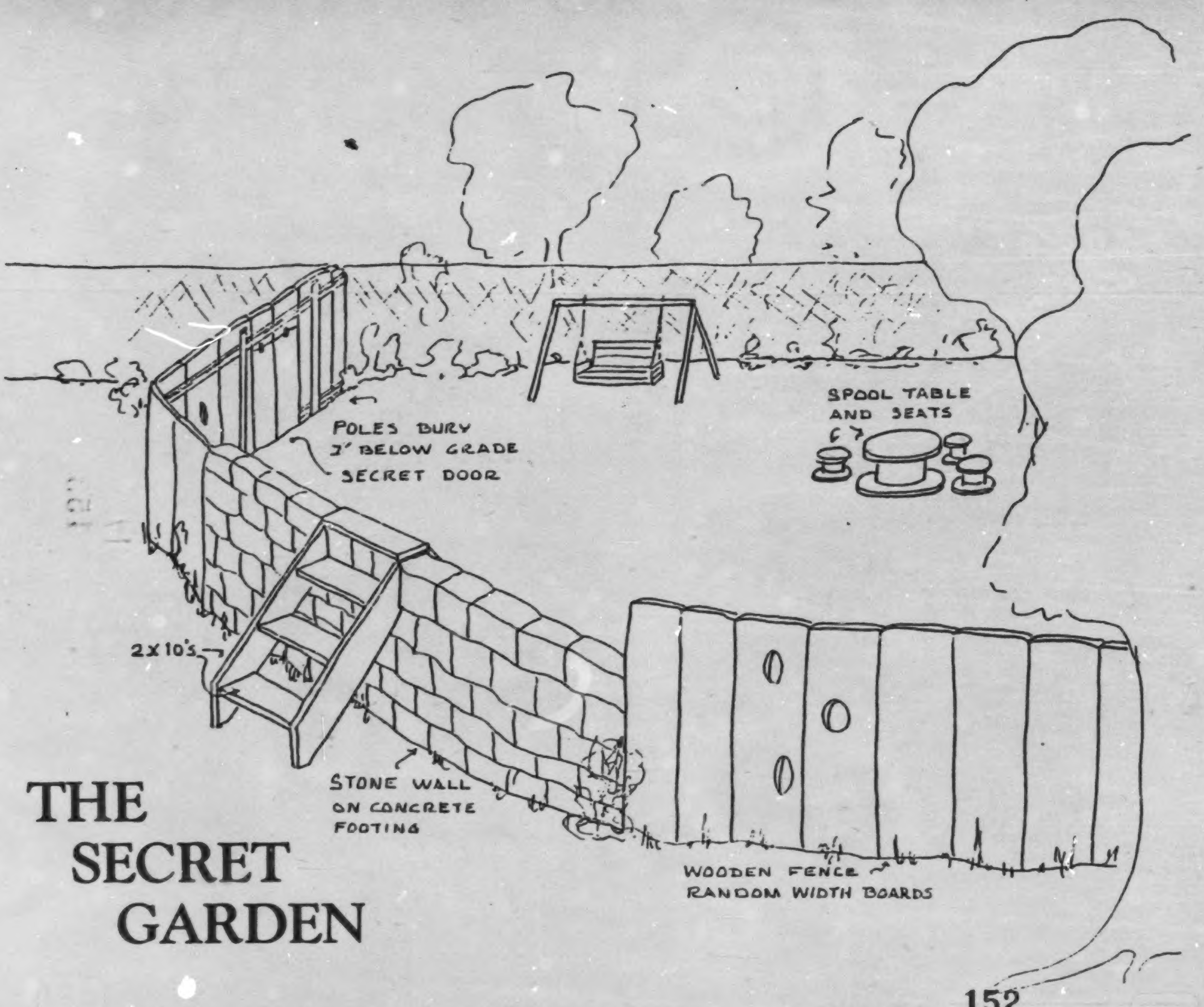
Secondary . . . hiding, manipulation

Justification: Provides a survey station for the play area.

Allows for retreat and time alone.

Encourages contemplation and reflection on natural area designed to attract wild-life.

Encourages dramatic and imaginative exploration of life-style through play.


POLES BURY
2' BELOW GRADE
SECRET DOOR
SPOOL TABLE
AND SEATS
2X10's
STONE WALL
ON CONCRETE
FOOTING
WOODEN FENCE
RANDOM WIDTH BOARDS

THE SECRET GARDEN

THE SECRET GARDEN

Equipment: Spool Table and Chairs

Activity: Primary . . . . social interaction, social participation, role-playing, choosing

Secondary . . . jumping, balancing, cooperation, interpretation

Justification: Provides a social center for quiet play.

Encourages social role-playing.

Versatility of equipment allows the child to utilize the spools in creative ways.

Equipment: Hammock

Activity: Primary . . . . climbing, choosing, resting

Secondary . . . role-playing, interaction

Justification: Provides a different type of personal space and a close environment for social interaction.

Allows for need to experience quiet and relaxation.

Resilience of material helps build body trust and encourages equilibration.

Equipment: Fence and Stile

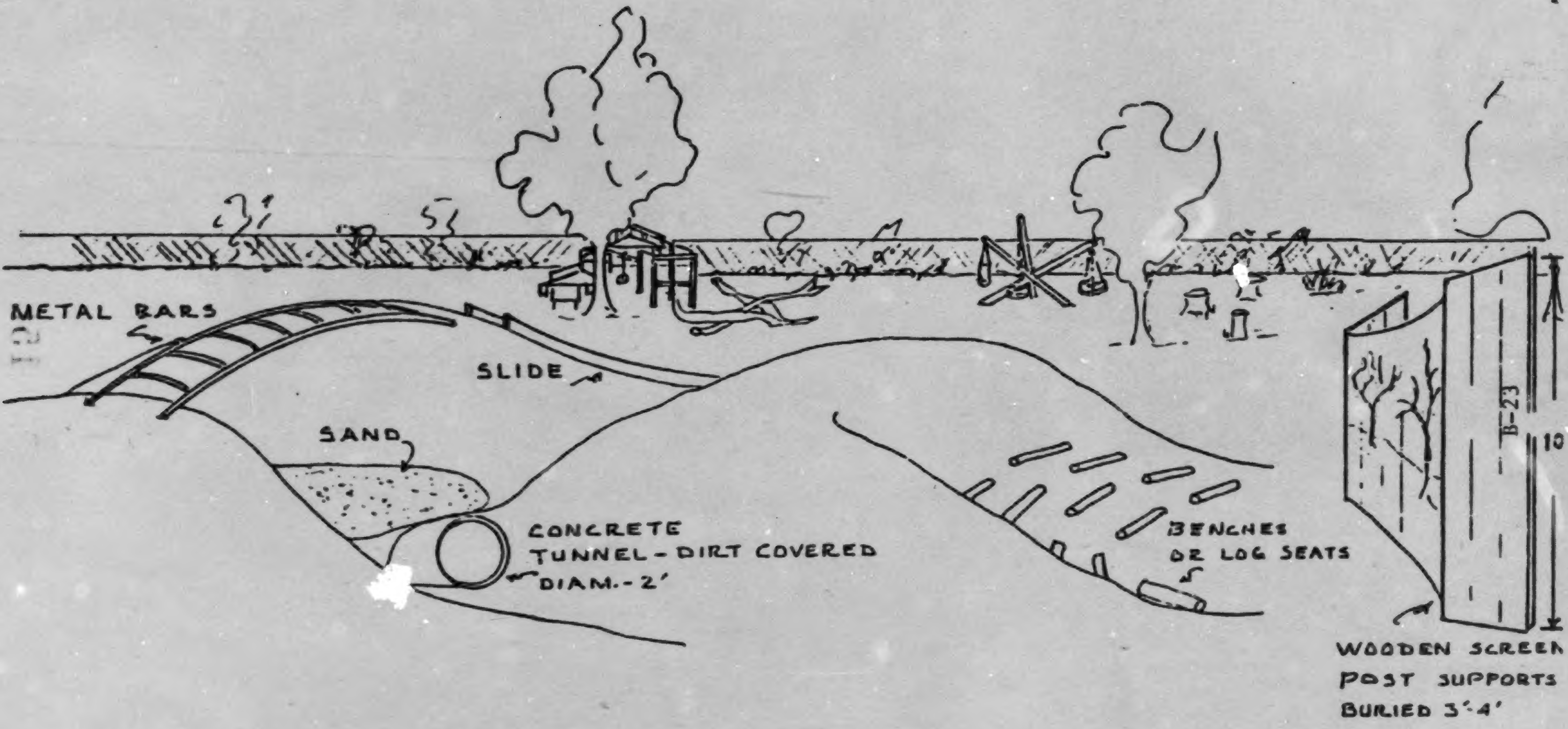
Activity: Primary . . . . climbing, jumping, balancing, crawling, hiding, choosing

Secondary . . . participation, role-playing, manipulation

Justification: Helps create private quiet space.

Gives alternative pathways to an inside area.

Encourages exploration of levels of space.


METAL BARS
SLIDE
SAND
CONCRETE TUNNEL - DIRT COVERED DIAM. - 2'
BENCHES OR LOG SEATS
B-23
10'
WOODEN SCREEN POST SUPPORTS BURIED 3'-4'

HILLS AND AMPITHEATER

CURVED HORIZONTAL BARS

Activity: Primary . . . . climbing, hanging, jumping, swinging, social participation

Secondary . . . crawling, balancing, role-playing, social cooperation, manipulation

Justification: Provides a natural pathway across the hills.

Encourages "acting-on" the sand in new ways.

Allows for a challenging experience with space levels and ways of manipulating the body across the space below.

OUTDOOR THEATER

Activity: Primary . . . . social interaction, social participation, role-playing, cooperation, manipulation, problem-solving, choosing, interpretation

Secondary . . . climbing

Justification: Give a center for group activities and a meeting place for outdoor learning and discussion.

Encourages dramatic and artistic exploration.

Provides an area for integrated projects inspired by community and play activities.

ADVENTURE BUILDING AREA

Activity: Primary . . . . climbing, jumping, social interaction, social participation, role-playing, social cooperation, manipulation, problem-solving, choosing, interpretation

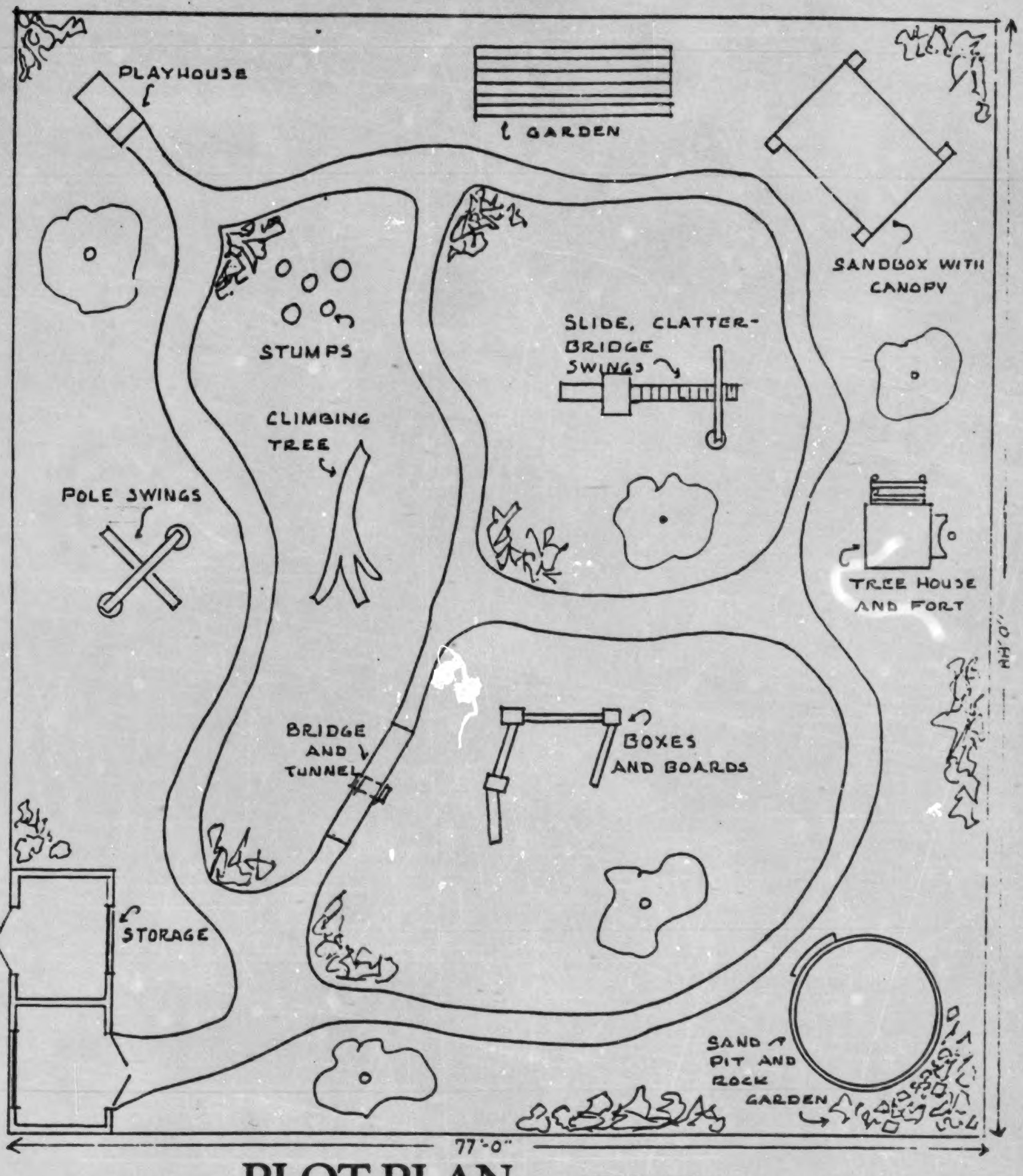
Secondary . . . crawling, balancing

Justification: Scrap materials and tools give the child an opportunity to create his own movement environment.

Building experience develops eye-hand coordination, visual and tactile discrimination, and other reading-readiness skills and encourages creative and artistic use of materials of all types.

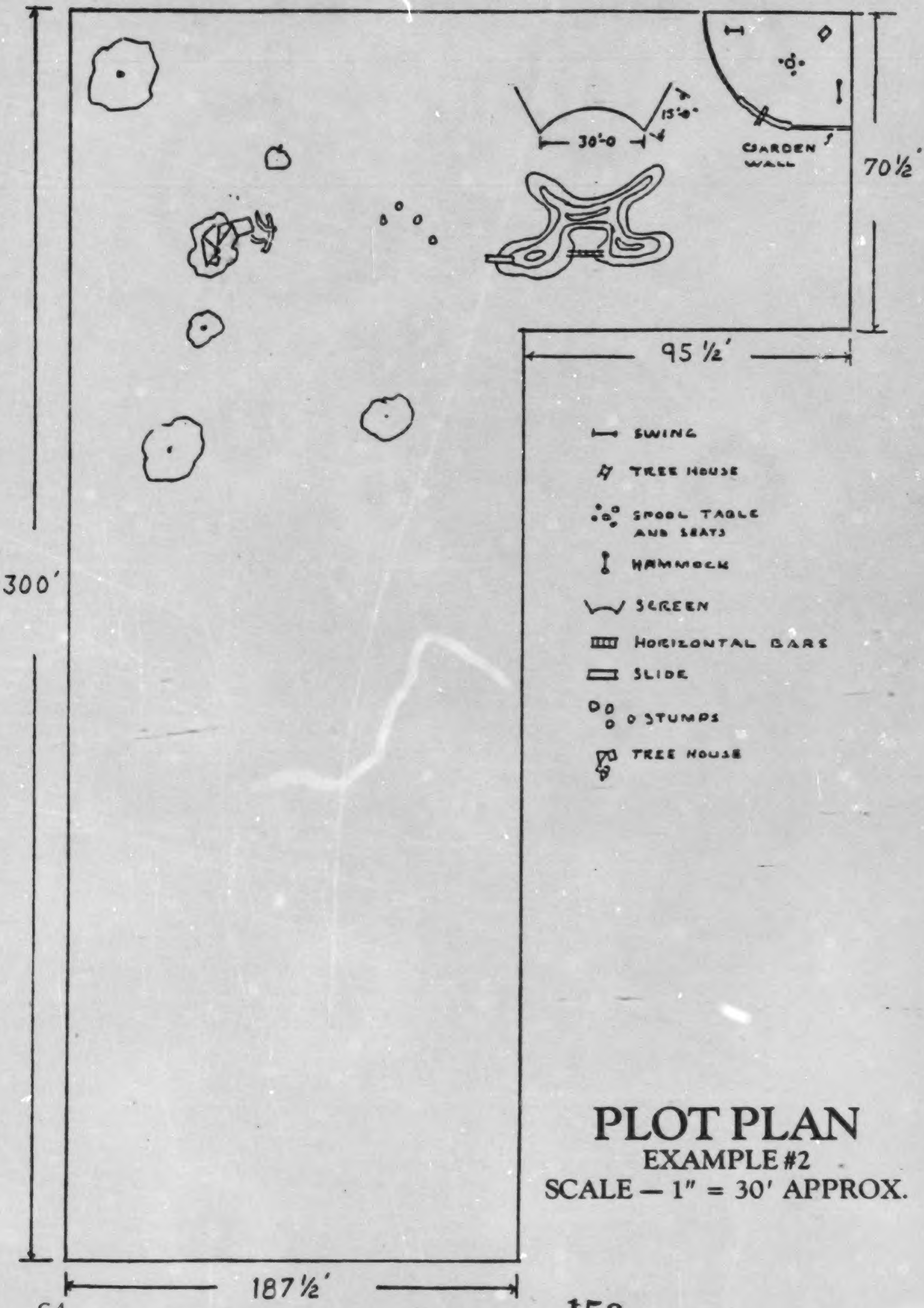
APPENDIX C

PLAYGROUND PLOT PLANS


PLAYHOUSE
GARDEN
SANDBOX WITH CANOPY
STUMPS
SLIDE, CLATTER-BRIDGE SWINGS
CLIMBING TREE
POLE SWINGS
TREE HOUSE AND FORT
BRIDGE AND TUNNEL
BOXES AND BOARDS
STORAGE
SAND PIT AND ROCK GARDEN
77'-0"
84'-0"

PLOT PLAN EXAMPLE #1

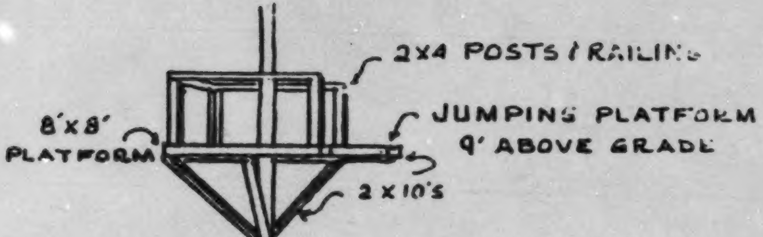
SCALE — 3/32" = 1'0"


15'-0"
30'-0
GARDEN WALL
70½'
95½'
300'
187½'
SWING
TREE HOUSE
SPOOL TABLE AND SEATS
HAMMOCK
SCREEN
HORIZONTAL BARS
SLIDE
STUMPS
TREE HOUSE

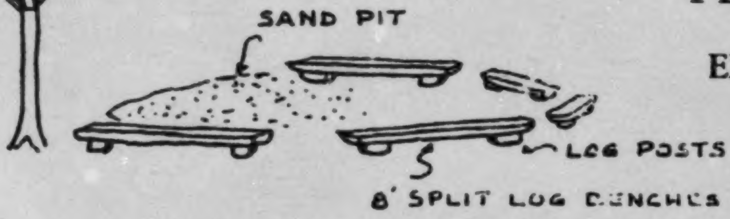
PLOT PLAN

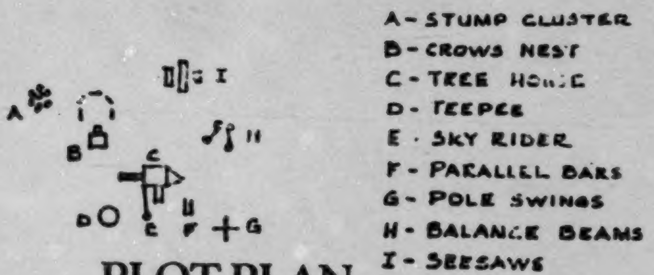
EXAMPLE #2

SCALE — 1" = 30' APPROX.


2X4 POSTS & RAILING
8'X8' PLATFORM
JUMPING PLATFORM
9' ABOVE GRADE
2 X 10'S

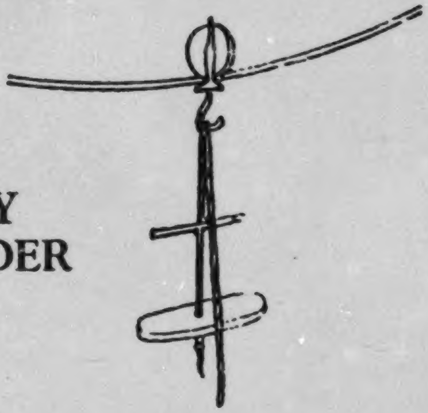
CROWS NEST


SAND PIT
LOG POSTS
8' SPLIT LOG BENCHES

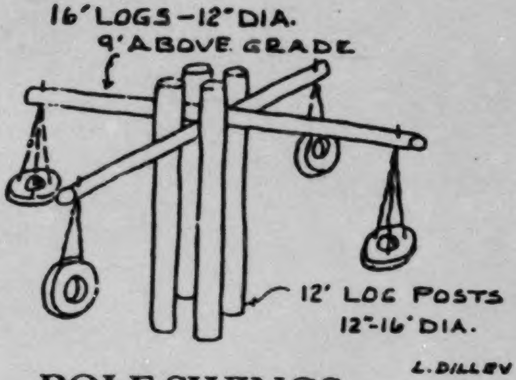

A
B
C
D
E
F
G
H
I
A - STUMP CLUSTER
B - CROWS NEST
C - TREE HOUSE
D - TEEPEE
E - SKY RIDER
F - PARALLEL BARS
G - POLE SWINGS
H - BALANCE BEAMS
I - SEESAWS
L. DILLEY

PLOT PLAN

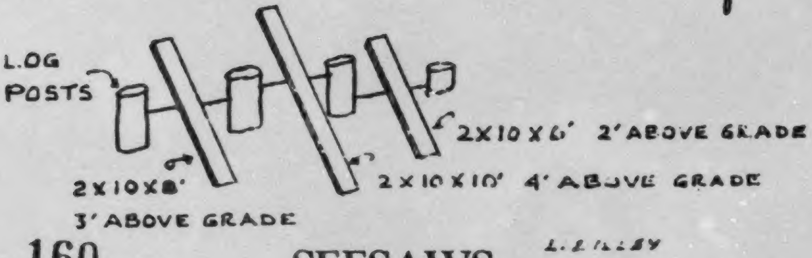
EXAMPLE #3



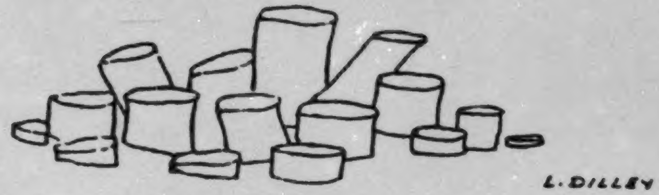
SKY RIDER


16' LOGS - 12" DIA.
9' ABOVE GRADE
12' LOG POSTS
12"-16" DIA.
L. DILLEY

POLE SWINGS


LOG POSTS
2X10X6' 2' ABOVE GRADE
2X10X8'
3' ABOVE GRADE
2X10X10' 4' ABOVE GRADE
L. DILLEY

SEESAWS



STUMP CLUSTER

APPENDIX D

SAMPLE REGISTRATION FORM

SAMPLE PARTICIPANT REGISTRATION FORM

____________________ Name of School District

____________________, Mississippi
City

____
Date

____
Birth Certificate Number

Name of Child ____________________
Last First Middle

Address of Child ____________________
Street City

Does child live with both parents, mother, father, or other? ____________________

Name of Parent(s) and or Guardian ____________________

Address ____________________

Home Phone Number ____________________ Work Phone Number ____________________

In case of emergency contact (other than parent) ____________________

Physician ____________________
Name Phone Number

Known food or drug allergies ____________________

Medical Problems of which teacher should be informed ____________________

Currently taking medication, If yes give name and reason ____________________

____

Name and age of brothers and sisters

____________________ ____________________

____________________ ____________________

____________________ ____________________

Has child attended a preschool program previously? yes ____ no ____

If answer is yes, state name and address of program ____________________
name

____
Address

APPENDIX E

INSTRUCTIONAL MANAGEMENT (AIM) PLAN

SAMPLE AIM PLAN

ACCOUNTABILITY AND INSTRUCTIONAL MANAGEMENT PLAN

SUBJECT AREA	PROGRAM DESIGN	OUTPUT (OBJECTIVES)	PROCESS (TEACHER-STUDENT ACTIVITIES)	INPUT (RESOURCES)	EVALUATION
		The child will be able to:			
1.0 Language Arts	0.1.1 To help the child enlarge his world of people, experiences, ideas and things.	0.1.1.1 identify five pictures of community workers and name their jobs.	0.1.1.1 ask the child to identify pictures of community workers and name the profession of the worker.	0.1.1.1 Community Worker Picture Cards	0.1.1.1 Directions: Tell me the names of the community workers in these pictures. What are their jobs? Test Item: Community Worker Picture Cards Mastery Level: Observe for 80% Mastery
2.0 Mathematics	0.2.1 To help the child achieve intellectual growth as shown by maturation of thinking processes.	0.2.1.1 count ten objects in a set.	0.2.1.1 ask the child to look at a picture of community workers and other objects and count only the community workers.	0.2.1.1 Picture showing at least 10 community workers and other miscellaneous objects	0.2.1.1 Directions. Look at this picture. Tell me how many community workers you see. Test Item: Picture depicting community workers and other objects. Mastery Level: Observe for 100% Mastery
3.0 Science	0.3.1 To help the child to enlarge his world of people, experiences, ideas and things.	0.3.1.1 touch and use a stethescope, odoscope, and opthalmascope.	0.3.1.1 discuss the tools of one community worker - a doctor. Show how a stethescope, odoscope, and opthalmascope are used, then let each child have a turn to do the same.	0.3.1.1 Stethescope, odoscope, opthalmascope	0.3.1.1 Directions: Listen to your friend's heartbeat using the stethescope. Look in your friend's eyes using the opthalmascope. Look in their nose using the odoscope. Test Item: Stethescope, odoscope, opthalmascope. Mastery Level: Observe for 100% Mastery.
4.0 Social Studies	0.4.1. To help the child develop a positive self concept.	0.4.1.1 experience a feeling of well-being by making a picture for a community worker.	0.4.1.1 ask each child to draw or paint a card, picture, or poster for a community worker in the school and then deliver it with the class.	0.4.1.1 Paper, Crayons, Markers	0.4.1.1 Directions: Make a picture for one of the community workers at our school. Test Item: Completed picture. Mastery Level: Observe for 100 % participation.
5.0 Health and Physical Education	0.5.1 To help the child to increase the skills involved in physical coordination and body mastery.	0.5.1.1 have practice putting on and taking off shoes of different community workers (Chenfeld, 1983).	0.5.1.1 allow each child to role-play the activities of different community workers by having a "Shoe Rack" of shoes such as cowboy boots, fisherman's boots, fire fighter's boots, etc. Let the child practice taking on and off these shoes and putting back on his own shoes.	0.5.1.1 Shoes, Rack	0.5.1.1 Directions: Take off your shoes and put on the shoes of a community worker. What kind of worker wears those shoes? Show me how you can put on your own shoes again. Test Item: The child's own shoes and the community worker shoes Mastery Level: Observe for 100% Mastery.
6.0 Music Education	0.6.1 To help the child to develop his/her natural curiosity and his/her creative potential	0.6.1.1 sing songs using old tunes but with new words as community workers as the theme.	0.6.1.1 As a group activity, have the children help in making up new songs about community workers using old tunes such as "Farmer In the Dell", "I've Been Working on the Railroad", etc.	0.6.1.1 Familiar Tunes	0.6.1.1 Directions: Let's sing "I've Been Working on the Railroad". Now, help me make up a song about fire fighters, bus drivers, librarians, etc. to that tune. Mastery Level: Observe for 80% Mastery.
7.0 Arts Education	0.7.1 To help the child develop his/her natural curiosity and his/her creative potential	0.7.1.1 make a collage of community workers.	0.7.1.1 ask the child to find and cut out pictures of community workers from magazines, catalogues, and newspapers. With markers, have the children print or help them print the names of the different workers over the pictures.	0.7.1.1 Magazines, Catalogues, Newspapers, Glue, Paper	0.7.1.1 Directions: Look for pictures of community workers. Cut them out, and glue them on your paper. What kind of worker did you find? Write the name of the worker beside the picture. Test Item: Pictures cut from magazines, newspapers, etc. Mastery Level: Observe for 100% Mastery.
8.0 Vocational Education	0.8.1 To help the child to increase competence in self-direction and independence.	0.8.1.1 touch and handle tools in a Our Special Visitor or Work Discovery Center Area (Fleming & Hamilton, 1977).	0.8.1.1 ask the child to explore tools displayed, provided, and explained each day by a parent, special community resource person, or teacher. Examples are a Bake Center, Workbench, Sewing Center, Teacher Desk, and Health Care Center.	0.8.1.1 Area for display Special Tools Resource person for Items	0.8.1.1 Directions: Today we have special items displayed in the Work Discovery Center. Sometime this morning, take a turn in using these tools that the baker uses. Test Item: Tools of Community Workers Mastery Level: Observe for 100% Mastery.

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APPENDIX F

BIBLIOGRAPHY OF TEACHER'S RESOURCE BOOKS

TEACHER'S RESOURCE BOOK BIBLIOGRAPHY

Note/ Those marked with asterisk (*) are written for Kindergarten level. Other have some readiness level activities and/or activities which may be adapted.

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* Forte, Imogene, & MacKenzie, Joy. **Creative Math Experiences for the Young child.** Incentive Publications, 1973.

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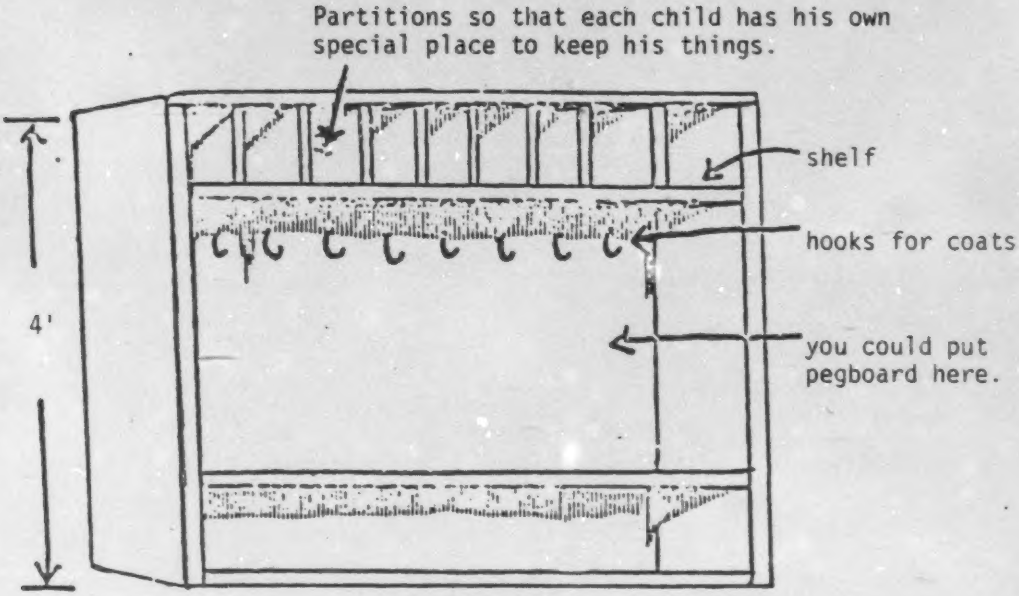
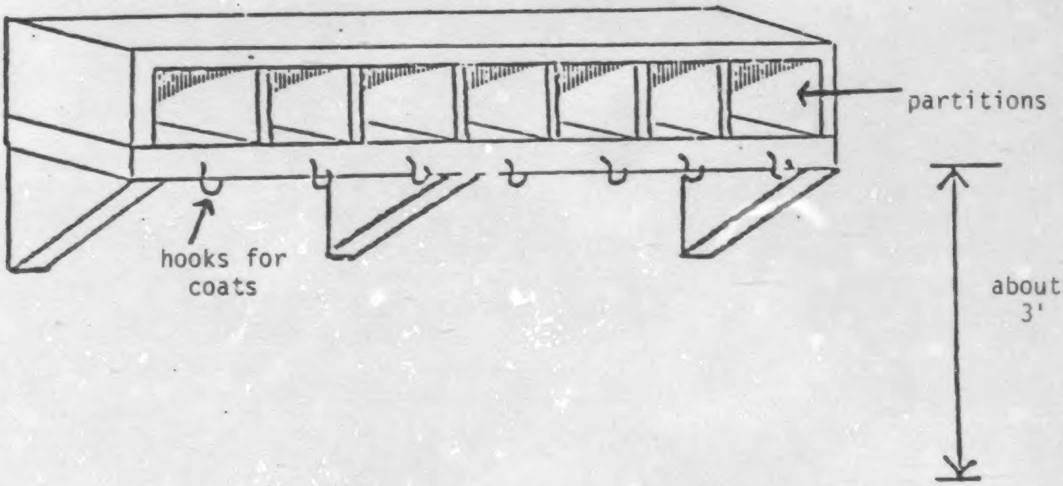
APPENDIX G

PLANS FOR CLASSROOM EQUIPMENT

STORAGE CABINETS

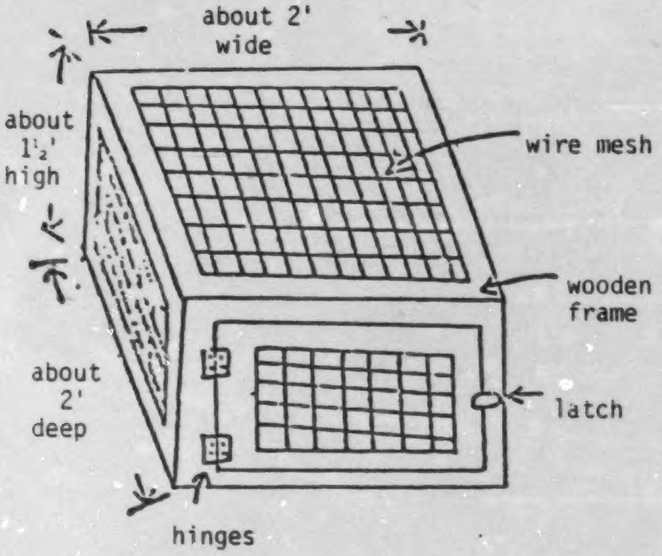
(Cubbies)


Partitions so that each child has his own special place to keep his things.
shelf
hooks for coats
4'
you could put pegboard here.

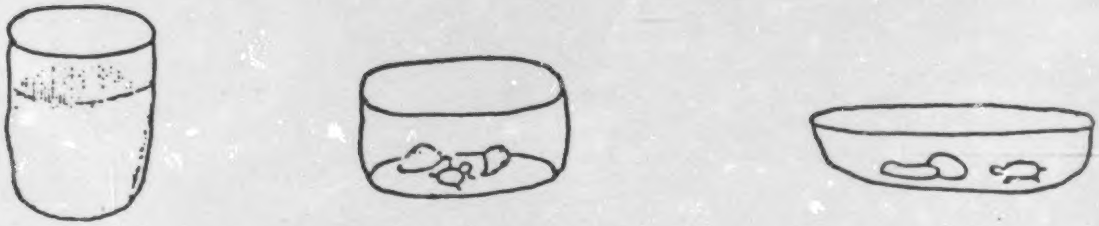

partitions
hooks for coats
about 3'

These cabinets are designed so that each child has his own shelf above the hook for his coat. He can keep his personal belongings and his art work there.

HOME FOR ANIMALS

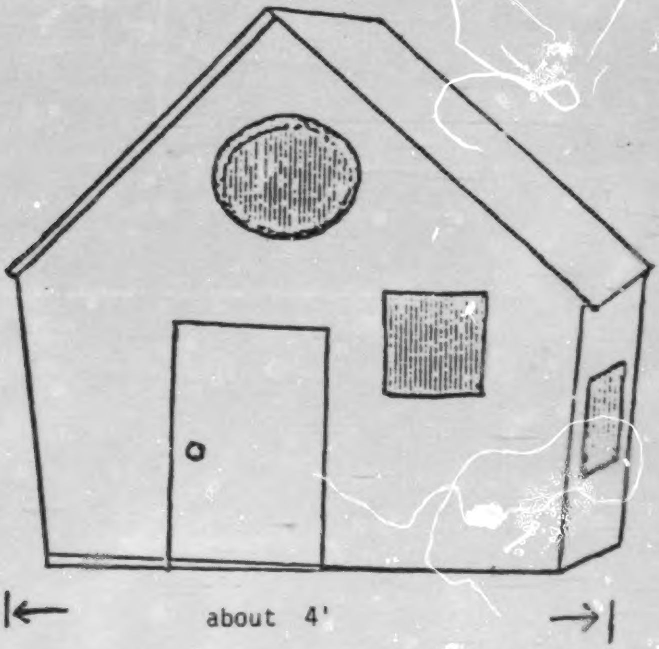

about 2'
wide
about
1½'
high
wire mesh
wooden
frame
about
2'
deep
latch
hinges

A cage like this could be made in different sizes for different kinds of animals, such as gerbils, mice, hampsters, guinea pigs, or rabbits.

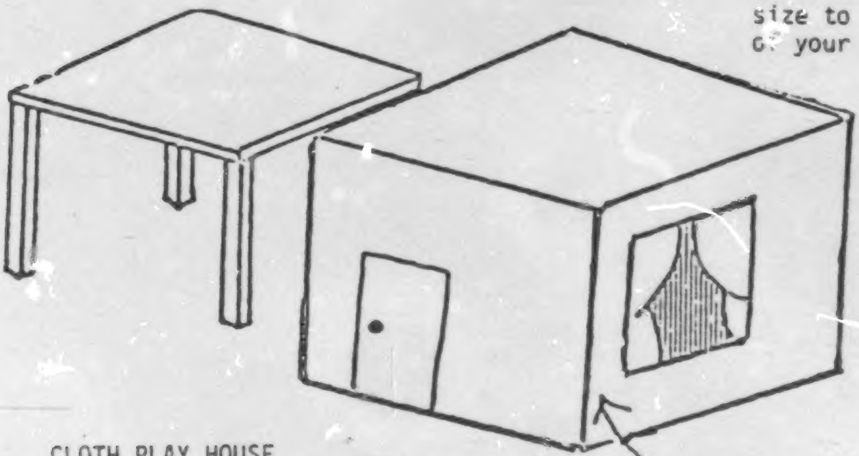


Various sized jars and dishes make good homes for fish and turtles and frogs.

INDOOR PLAY HOUSES



If you have enough space in your room, you could build a playhouse large enough for a couple of children to play in. Cut some windows to let in light. If you don't have enough room for a playhouse, make a cloth one to hang over a table.



This should be the size to fit over one of your tables.

CLOTH PLAY HOUSE

leave at least one side open for children to crawl in and out.

APPENDIX H

REVIEW OF SCREENING INSTRUMENTS

Developmental Indicators for the Assessment of Learning — Revised (Dial-R)
Carol D. Mardell and Dorothy Goldenberg

Childcraft Education Corp.
20 Kilmer Road
Edison, NJ 08817

Kit — Approximately 60 minutes while 6-8 children rotate through 3 centers

General concepts — The **DIAL-R** is designed to be used for identifying children with potential learning problems. This prekindergarten screening test assesses development in the areas of motor, concepts, language and social — emotional development. Scores are established so that the use of **DIAL-R** will result in 10 to 15 percent of children screened being referred for further diagnosis. Percentages may be higher for Mississippi's kindergarten population.

The training of examiners opens the door to community involvement. Examiners may be local club members who include administering the **DIAL-R** assessment as one of their projects. Other groups to consider might be retired senior citizens, retired teachers, church organizations, or interested parents and individuals.

Age range - 2-0 to 6-11 years

H-4

DIAL-R. SCORESHEET

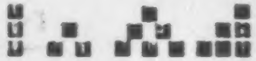
Child's Name ______ LAST FIRST NICKNAME
Address ______ NUMBER STREET CITY/STATE/ZIP
Phone Number ( ) ______ AREA CODE
Parents' Names ______ MOTHER FATHER
1 2 3

SAMPLE

1	2	3
Potential Problem	OK	Potential Gifted

School ______
Class ______
Hearing + −
Vision + −

Today's Date ______ ______ ______ (YEAR MONTH DAY)
Birth Date ______ ______ ______
C.A. ______ ______
Boy ______ Girl ______

MOTOR (red)	SCALED SCORE 0	1	2	3	4
1. Catching	0	—	1	2	3
2. Jumping, Hopping, and Skipping	0	1-2	3-8	9-12	13-16
jumps 0 1 + hops (right) 0 1 2 3 4 5 6 (left) 0 1 2 3 4 5 6 + skip 0 any 1 slide 2 step/hop 3 skip					
3. Building	0	1	2	3	4
					
4. Touching Fingers	0	1	2	3	4
5. Cutting	0-1	2	3	4	
6. Matching	0	1-7	8-9	10-11	12
I ○ + ▭ △ ◇ E N D S # #					
7. Copying	0	1-7	8-11	12-18	19-24
I 0 1 2 E 0 1 2 ○ 0 1 2 N 0 1 2 + 0 1 2 D 0 1 2 ▭ 0 1 2 S 0 1 2 △ 0 1 2 # 0 1 2 ◇ 0 1 2 # 0 1 2					
8. Writing Name	0			1	2
TOTAL (Max - 31)	OBSERVATIONS 1 2 3 4 5 6 7 8				

CONCEPTS (green)	SCALED SCORE 0	1	2	3	4
1. Naming Colors	0	1-7	8-15	16-18	
R O W G BL Y P BR P					
2. Identifying Body Parts	0	1-9	10-12	13-15	16-18
nose neck chin ankle hair stomach shoulder hip ear knee chest waist teeth thumb heel tongue elbow wrist					
3. Counting (Rote)	0-2	3-4	5-8	9-10	11
4. Counting (Meaningful)	0	1	3	5-7	9
1 3 5 7 9					
5. Positioning	0	1-2	3	4	5
on under corner between middle					
6. Identifying Concepts	0	1-14	15-20	21-26	27-28
biggest big hot empty night longest long most more fastest fast littlest little cold full day shortest short least less slowest slow					
7. Naming Letters	0	—	—	1-10	11-16
O B P I H W Y G					
8. Sorting Chips	0	—		1-4	5-6
by color R B Y by size big little by shape △					
TOTAL (Max - 31)	OBSERVATIONS 1 2 3 4 5 6 7 8				

LANGUAGE (purple)	SCALED SCORE 0	1	2	3	4
1. Articulating	0	1-14	15-26	27-29	
pin rabbit truck bed chair dress cup knife sandwich bread egg thumb hand fish mouth-teeth					
2. Giving Personal Data	0	1-3	4	5	6-7
first name sex phone # last name street age city, state					
3. Remembering	0	1-3	4-5	6-7	8-9
clapping 1 2 3 numbers 1 2 3 sentences 1 2 3					
4. Naming Nouns	0	1-15	16	17	18
cat phone comb plane TV pencil car clock ambulance					
5. Naming Verbs	0	1-9	10-14	15-16	17-18
sleep call___ comb fly watch write drive bite go to hospital					
6. Classifying Foods	0	1-2	3-4	5-6	7-8
Tally___					
7. Problem Solving	0	1	2-3	4-5	6-8
hungry 0 1 2 dark room 0 1 2 lost 0 1 2 broken 0 1 2					
8. Sentence Length	0	1-2	3	4	5-8
TOTAL (Max - 31)	OBSERVATIONS 1 2 3 4 5 6 7 8				

Cut-off Points

[illegible]	0	10	3-0 to 3-2	35	[illegible]	4-0 to 4-2	[illegible]	62	[illegible]	51	[illegible]	[illegible]	82
[illegible]	2	40	3-3 to 3-5	[illegible]	[illegible]	4-3 to 4-5	37	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	83
[illegible]	4	44	3-6 to 3-8	[illegible]	[illegible]	4-6 to 4-8	41	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	84
[illegible]	[illegible]	[illegible]	3-9 to 3-11	[illegible]	[illegible]	4-9 to 4-11	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	85

Motor score ______
Concepts score ______
Language score ______
TOTAL ______

Childcraft

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Santa Clara Inventory of Developmental Tasks (I.D.T.)

William L. Gainer (Ed.)

Richard L. Zweig Associates, Publishers, Inc.
20800 Beach Boulevard
Huntington Beach, CA 92643

Two parts - Guide and Activities; special sessions or as part of curriculum.

General concepts — The performance skills of the **I.D.T.** are considered to be prerequisite to success in more advanced cognitive tasks. Children who exhibit difficulty in learning the basic skills of reading, mathematics, oral, and written communication generally exhibit deficiencies in some of these developmental skills. The **I.D.T.** can, therefore, be used as a "Failure Prevention-Program" in the assessment of young children and as a developmental guide for ongoing instruction.

Age Range — Pre-school - 7 years

The instrument should be administered at the beginning of school and at the end of the school year. Because of the length of the instrument, many teachers hesitate to use it. By including the items for the instrument in the daily schedule of activities, this objection can be overcome. A sample schedule has been developed to illustrate that the instrument can be used as an evaluation tool for all the children in one classroom during the first twelve (12) weeks of school:

Week of Evaluation	Activity	When to Evaluate
Orientation	Walk 1-2	Going to Centers
Orientation	Run 1-3	Recess
Orientation	Jump 1-4	2nd Group Time
1	Follow a Target With Eyes 2-2	1st Group time Monday
1	Tie Shoes 2-8	All week
1	Balance On One Foot 1-6	2nd Group Time Tuesday
1	Crawl 1-1	2nd Group Time Wednesday
2	Hop 1-5	All Week
2	Use of Hands and Arms 1-7	All Week
3	Name Objects From Memory 4-5	All week
3	Copy a Circle 2-4	2nd Group time Thursday

Week of Evaluation	Activity	When to Evaluate
3	Copy a Cross 2-5	2nd Group Time Thursday
3	Copy a Square 2-6	2nd Group Time Thursday
3	Copy a Diamond 2-1	2nd Group time Thursday
3	Skip	1st Group Time Tuesday
4	Jump Rope Assisted 1-10	Recess All Week
4	Jump Rope Unassisted 1-11	Recess All Week
4	Match Color Objects	Art Center All Week
4	Balance Beam 1-9	Block Center All Week
4	Copy Letters 2-9	Printing Center All Week
5	Match Size and Form On Paper 3-6	Manipulative Center Monday
5	Recall a 3 Color Sequence 4-6	Art Center All Week
5	Match Sized Objects 3-5	Manipulative Center Tuesday
5	String Beads 2-3	Manipulative Center Wednesday
6	Repeat a Sentence 6-7	Group Time All Week
6	Discriminate Between Common Sounds 5-5	Listening Center Monday-Wednesday
6	Perform 3 Commands 6-6	All Day Tuesday-Thursday
6	Copy a Sentence 2-10	Printing Center Friday
7	Locate the Source of a Sound 5-7	2nd Group Time Monday
7	Match Numerals 3-7	Manipulative Center All Week
7	Match Letters 3-8	Manipulative Center All Week
7	Give Personal Information 7-7	All Week
7	Match Form Objects 3-4	Manipulative Center Wednesday
7	Identify Common Sounds	Listening Center Thursday-Friday
8	Recall Animal Pictures 4-4	Manipulative Center All Week

Week of Evaluation	Activity	When to Evaluate
8	Match Directions on Design 3-9	Manipulative Center All Week
8	Match Beginning Sounds 5-8	Listening Center Wednesday
8	Isolate Visual Shapes 3-10	2nd Group Time Thursday
9	Describe simple objects 7-8	Manipulative Center All Week
9	Recall 2 Items in Sequence 4-7 and Reproduce a Design From Memory 4-8	Manipulative Center All Week
9	Repeat a Tapping Sequence 6-8	Music Center All Week
9	Match Word Forms 3-11	Printing Center Wednesday
10	Repeat 4 Number Names 6-9	Manipulative Center All Week
10	Assign Number Value 8-8 and Identify Top, Middle, Bottom, First, Last 8-9	Manipulative Center All Week
10	Relate Words and Pictures 7-9	Listening Center Tuesday-Thursday
11	Cut with Scissors	Art Center Monday
11	Match rhyming sounds 5-10	Listening Center Tuesday-Thursday
11	Repeat 5 number names	Manipulative Center All Week
12	Heat differences between similar words 5-9	Listening Center Monday-Wednesday

The following items can be administered during a center time during the twelve weeks:

4-9 Recall 3 items in sequence
4-10 Recall 3 part design
4-11 Recall word forms
5-11 Match ending sounds
6-10 Recall story facts
7-10 Define words
7-11 Language usage
8-10 Tell how 2 items are alike
8-11 Sort objects 2 ways

The following is an example of the use of the **I.D.T.** while the children are engaged in their activities. In this way the teacher does not have to set up special "testing times." This example is recorded on a "revised" profile.

ACTIVITY	DATE	SCORE	FOLLOW-UP	MASTERY
Walk 1-2	9/82	2		9/82

EXAMPLE 1 (Walk 1-2). This observation was made during the week of orientation. The children were instructed to move from center to center along a masking tape path. Mastery is determined if the child walks the path and doesn't step on the tape more than once.

From the original "**Developmental Profile,**" Santa Clara Inventory of Developmental Tasks. (William L. Gainer, Ed.), 1974.

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DEVELOPMENTAL PROFILE

Santa Clara Inventory
of
Developmental Tasks

DIRECTIONS TO THE TEACHER. This is the second form on which each child's performance is recorded. The column for Testing Dates allows the teacher to measure each category up to three times, however, if the student exhibits mastery when first observed, only one date is entered. The abbreviations mean: M.C. — Motor Coordination, V.M.P. — Visual Motor Performance, V.P. — Visual Perception, V.M. — Visual Motor, A.P. — Auditory Perception, A.M. — Auditory Memory, L.D. — Language Development, C.D. — Conceptual Development. The scoring criteria for each task are listed in the Observation Guide.

Name________________________________ Birthdate__________

School______________ Teacher______________ Grade____

Testing Dates:

C.D.			
L.D.			
A.M.			
A.P.			
V.M.			
V.P.			
V.M.P.			
M.C.			

Scoring:

0 — Almost never
1 — Some of the time
2 — Most of the time

Conceptual Development								0 1 2 assign number value 8-8	0 1 2 identify first, last, top, middle, bottom 8-9	0 1 2 tell how 2 items are alike 8-10	0 1 2 sort objects 2 ways 8-11
Language Development							0 1 2 give personal information 7-7	0 1 2 describe simple objects 7-8	0 1 2 relate words and pictures 7-9	0 1 2 define words 7-10	0 1 2 language usage 7-11
Auditory Memory						0 1 2 perform 3 commands 6-6	0 1 2 repeat a sentence 6-7	0 1 2 repeat a tapping sequence 6-8	0 1 2 repeat 4 numbers 6-9	0 1 2 recall story facts 6-10	0 1 2 repeat 5 numbers 6-11
Auditory Perception					0 1 2 discriminate between com. sounds 5-5	0 1 2 identify common sounds 5-6	0 1 2 locate source of sound 5-7	0 1 2 match beginning sounds 5-8	0 1 2 hear time diff. between similar words 5-9	0 1 2 match rhyming sounds 5-10	0 1 2 match ending sounds 5-11
Visual Memory				0 1 2 recall animal pictures 4-4	0 1 2 name objects from memory 4-5	0 1 2 recall a 3-color sequence 4-6	0 1 2 recall 2 items in a sequence 4-7	0 1 2 reproduce design from memory 4-8	0 1 2 recall 3 items in a sequence 4-9	0 1 2 recall 3-part design 4-10	0 1 2 recall word forms 4-11
Visual Perception			0 1 2 match color objects 3-3	0 1 2 match form objects 3-4	0 1 2 match size objects 3-5	0 1 2 match size and form on paper 3-6	0 1 2 match numbers 3-7	0 1 2 match letters 3-8	0 1 2 match direction on design 3-9	0 1 2 isolate visual images 3-10	0 1 2 match words 3-11
Visual Motor Performance		0 1 2 follow target with eyes 2-2	0 1 2 string beads 2-3	0 1 2 copy a circle 2-4	0 1 2 copy a cross 2-5	0 1 2 copy a square 2-6	0 1 2 cut with scissors 2-7	0 1 2 tie shoes 2-8	0 1 2 copy letters 2-9	0 1 2 copy a sentence 2-10	0 1 2 copy a diamond 2-11
Motor Coordination	0 1 2 creep 1-1	0 1 2 walk 1-2	0 1 2 run 1-3	0 1 2 jump 1-4	0 1 2 hop 1-5	0 1 2 balance on one foot 1-6	0 1 2 use of hands and arms 1-7	0 1 2 skip 1-8	0 1 2 balance on walking beam 1-9	0 1 2 jump rope assisted 1-10	0 1 2 jump rope unassisted 1-11

PRE-SCHOOL 5 - 5½ YRS. 6 - 6½ YRS. 7 YRS.

APPENDIX I

REVIEW OF STANDARDIZED TESTING INSTRUMENTS

Stanford Early School Achievement Test (SESAT)

Richard Madden, Eric F. Gardner and Cathy S. Collings

The Psychological Corporation
1372 Peachtree Street, NE
Atlanta, GA 30367

Test booklets/Approximately 2 hours over several sittings

General Concepts — the test was developed to "aid in the assessment of the background of pupils upon entrance to school" and to provide a "baseline where instructional experiences may begin." **(Madden & Gardner, 1969, p. 12). The SESAT** is divided into four subtests. They are (1) environment, (2) mathematics, (3) letters and sounds, and (4) aural complrehension. The test yields subtest scores and a total test score. Each subtest contains concept areas:

Environment Subtest — clothing, stores/factories, communications, transportation, geography, holidays, community helpers, health and safety, basic science, food selection/sources, and animals

Mathematics Subtest — one-to-one correspondence, conservation, geometry, simple operations, counting/numeration, measurement, and math language

Letters and Sounds Subtest — recognition of upper and lower case letters, and recognition of beginning consonant sounds

Aural Comprehension Subtest — memory/knowledge, inference/logic, and sequencing

The results of initial testing with **SESAT** have been successfully used for curricular planning and program individualization. The analysis of the concept area provides the framework to look at individual and group scores in order to aid decision making about emphasis which will be placed on specific concepts. The information can be beneficial when determining which children need individual attention or which children can be grouped for small group instruction. The information can also be used for determining enrichment activities which would allow a student to develop a deeper understanding of a particular concept.

Age Range — Kindergarten/First Grade

Metropolitan Readiness Tests

Joanne R. Nurss and Mary E. McGauvran

The Psychological Corporation
1372 Peachtree Street, NE
Atlanta, GA 30367

Test Booklets/Approximately 90 minutes over several sittings

General Concepts — Provides a skill based assessment of skills necessary for early school learning in reading, mathematics, and language development. Scores for readiness for instruction, identifying instructional needs, and reports for parent-teacher conferences. Level I tests areas of auditory memory, rhyming, letter recognition, visual matching, school language and listening, quantitative language, and an optional test on copying. Level II (used at end of K or beginning first grade) tests visual matching, finding patterns, school language, listening, and three optionals: quantitative concepts, quantitative operations, and copying.

Age Range — Beginning kindergarten (Level I) to end of kindergarten and beginning of first grade (Level II).

The Psychological Corporation, 1983 Catalog, pgs. 112-114

Test of Basic Experience (TOBE 2)

Margaret H. Moss

CTB/McGraw-Hill
Order Service Center
Del Monte Research Park
2500 Garden Road
Monterey, CA 93940

Test Booklets/Approximately 30-45 minutes to a group with a teacher and aide

General Concepts — Two levels encompassing preschool through first grade which tests language, mathematics, science, and social studies. The examiner reads a verbal stimulus aloud and the child responds on the booklet. An instructional activities kit is available with materials to help teach the concepts tested. Also suggested are activities for parental use at home. Spanish directions available.

Age Range — Preschool through grade 1 - two levels

CTB/McGraw-Hill, **1984 Catalog of Test Materials and Scoring Services**, 46-47:

Boehm Test of Basic concepts

Ann E. Boehm

The Psychological Corporation
1372 Peachtree Street, NE
Atlanta, GA 30367

Test Booklets/Approximately 15-20 minutes for each booklet

General Concepts — A picture test to measure chldren's mastery of concepts considered necessary for achievement in the first years of school. The test is read aloud by the teacher. Results may be used both to identify children with deficiencies in this area, and to identify individual concepts on which the children could profit from instruction. Spanish Form available.

Age Range — Appropriate for use with children in kindergarten, grade 1, and grade 2.

Boehm Ann E. **Boehm Test of Basic concepts Manual**, The Psychological Corporation, 1972 Edition, Forms A and B, Pgs. 1-2.

APPENDIX J

EXCERPTS FROM GEORGIA KINDERGARTEN ASSESSMENT

WORKING WITH PARENTS
PROGRAM EVALUATION CHECKLIST

Sharing Information	**Yes**	**No**	**Sometimes**
1. Information is shared between home and school in the following ways			
A. Individual parent conferences	___	___	___
B. Classroom-level parent meetings	___	___	___
C. Telephone calls	___	___	___
D. Home visits	___	___	___
E. Mini-conferences when child is dropped off or picked up	___	___	___
F. Notes	___	___	___
G. Newsletters	___	___	___
H. Schoolwide parent meetings	___	___	___
2. The following information and issues are discussed with individual parents			
A. A statement in plain language about the child's level of functioning	___	___	___
B. The learning goals (long-range and short-range) for their child	___	___	___

Excerpts from:
Georgia Kindergarten Assessment of Communication Arts and Number Understanding,
National Evaluation Systems, Inc., Amherst, Mass. 01002.

EXCERPTS FROM PROGRAM EVALUATION CHECKLIST

PROGRAM EVALUATION: LEARNING ENVIRONMENT

	Yes	No	Sometimes	Notes
Planning				
1. Long range planning is used to				
A. Organize curriculum Units, based on selection of objectives for individual child growth.	____	____	____	____
B. Organize materials and equipment in advance.	____	____	____	____
2. Long range planning is based on objectives sequenced along a continuum of child growth and development in the areas of				
A. Physical development	____	____	____	____
B. Intellectual development	____	____	____	____
C. Affective development.	____	____	____	____
Learning Centers				
17. The classroom is organized into four or more of the following learning center areas.				
A. Construction Center	____	____	____	____
B. Library Area	____	____	____	____
C. Cooking Center	____	____	____	____
D. Game Center	____	____	____	____
E. Multisensory Center	____	____	____	____
F. Exploration Center	____	____	____	____
G. Art Center	____	____	____	____
H. Dramatics Center	____	____	____	____
I. Motor Development Center	____	____	____	____
J. Other	____	____	____	____
18. Each center is organized around a theme.	____	____	____	____
19. Learning centers				
A. Introduce new concepts and skills.	____	____	____	____
B. Practice concepts and skills.	____	____	____	____
C. Assist each child to take responsibility for his/her own learning.	____	____	____	____
D. Provide a variety of activity choices to enhance individualized instruction	____	____	____	____

PROGRAM EVALUATION: LEARNING ENVIRONMENT

	Yes	No	Sometimes	Notes
23. Evaluation of child growth at learning centers is obtained				
A. As adult interacts with child during activity.	____	____	____	____
B. As an adult observes child.	____	____	____	____
C. By reviewing work child has completed at the center.	____	____	____	____
D. By holding conferences with child.	____	____	____	____

PROGRAM EVALUATION: AFFECTIVE DEVELOPMENT

	Yes	No	Sometimes	Notes
Continuum of Objectives				
1. A continuum of objectives in the affected area is used to				
A. Assess individual child growth and need;	____	____	____	____
B. Select and plan classroom activity.	____	____	____	____
Classroom Activities				
2. In all classroom activities, children are supported to				
A. Develop confidence in themselves and their feelings;	____	____	____	____
B. Successfully participate with others;	____	____	____	____
C. Accept and appreciate other people;	____	____	____	____
D. Value people and learning.	____	____	____	____

PROGRAM EVALUATION — INTELLECTUAL DEVELOPMENT

	Yes	No	Sometimes	Notes
Continuum of Objectives				
1. A continuum of objectives in the intellectual area of development is used to				
A. Assess individual child growth and need	____	____	____	____
B. Select and plan classroom activity.	____	____	____	____
Classroom Activity				
2. Specific learning activities have been planned in the intellectual areas of				
A. Communication Arts	____	____	____	____
B. Science	____	____	____	____
C. Social Studies	____	____	____	____
D. Numbers	____	____	____	____
E. Creative Arts	____	____	____	____

Excerpts from:
Georgia Kindergarten Assessment of Communication Arts and Number Understanding
National Evaluation Systems, Inc., Amherst, Mass. 01102

APPENDIX K

SAMPLES OF CHECKLISTS

CHILD-GROWTH CHECKLIST

Name of Child ________________________________

School ________________________________ **Date** ________________________

		Satisfactory	Unsatisfactory	Further Assessment Required	Comments
I.	Motor Growth	______	______	______	______
1.	Prints name	______	______	______	______
2.	Cuts with scissors	______	______	______	______
3.	Throws and catches balls	______	______	______	______
4.	Walks on balance beam	______	______	______	______
5.	Knows left-right	______	______	______	______
6.	Skips, hops, jumps	______	______	______	______
7.	Knows body parts positions	______	______	______	______
8.	Ties shoes	______	______	______	______
II.	**Language Growth**	______	______	______	______
1.	Follows directions	______	______	______	______
2.	Is attentive	______	______	______	______
3.	Converses with peers	______	______	______	______
4.	Fluent in vocabulary	______	______	______	______
5.	Aware of sequential order	______	______	______	______
6.	Able to formulate ideas	______	______	______	______
7.	Uses complete sentences	______	______	______	______
8.	Able to retell stories	______	______	______	______
III.	**Social-Emotional Growth**	______	______	______	______
2.	Cooperates	______	______	______	______
3.	Shows self-control	______	______	______	______
4.	Works independently	______	______	______	______

		Satisfactory	Unsatisfactory	Further Assessment Required	Comments
5.	Responsible, dependable	_____	_____	_____	_____
6.	Participates in group activity	_____	_____	_____	_____
IV.	Cognitive Growth	_____	_____	_____	_____
1.	Matches pictures	_____	_____	_____	_____
2.	Classifies objects	_____	_____	_____	_____
3.	Counts	_____	_____	_____	_____
4.	Recognizes shapes, sizes, and colors	_____	_____	_____	_____
5.	Identifies similarities and differences	_____	_____	_____	_____
6.	Retains information	_____	_____	_____	_____
7.	Recognizes rhyming words	_____	_____	_____	_____
8.	Comprehends logically	_____	_____	_____	_____
V.	Physical Growth	_____	_____	_____	_____
1.	Good Health	_____	_____	_____	_____
2.	Vision	_____	_____	_____	_____
3.	Hearing	_____	_____	_____	_____

Wallace, Gerald and Stephen C. Larsen. **Educational Assessment of Learning Problems: Testing for Teaching.** Boston: Allyn and Bacon, Inc., 1978, 171.

CHILD GROWTH CLASS PROFILE

Student Names	Student A	Student B	Student C		
I. Motor Growth					
1. Prints name					
2. Cuts with scissors					
3. Throws and catches balls					
4. Walks on balance beam					
5. Knows left-right					
6. Skips, hops, jumps					
7. Knows body parts positions					
8. Ties shoes					
II. Language Growth					
1. Follows directions					
2. Is attentive					
3. Converses with peers					
4. Fluent in vocabulary					
5. Aware of sequential order					
6. Able to formulate ideas					
7. Uses complete sentences					
8. Able to retell stories					

III.	**Social Emotional Growth**					
IV.	**Cognitive Growth**					
1.	Matches Pictures					
2.	Classifies objects					
3.	Counts					
4.	Recognizes shapes, sizes, and colors					
5.	Identifies similarities and differences					
6.	Retains information					
7.	Recognizes rhyming words					
8.	Comprehends logically					
V.	**Physical Growth**					
1.	Good health					
2.	Vision					
3.	Hearing					

Legend: **Satisfactory - S** **Unsatisfactory - U** **Further Assessment - FA**

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APPENDIX L

ANECDOTAL RECORD

ANECDOTAL RECORD

Name: ______________________________ Date: ______________

Observer: ____________________________ Time: ______________

Setting: ____

Incident:

Is this report cross-filed? ________ Yes ________ No

Is supporting information available? ________ Yes ________ No

What is it? ____________________________ Where is it? ____________

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APPENDIX M

SCHOOL DISTRICTS HOUSING KINDERGARTENS PROGRAMS SPONSORED BY FEDERAL FUNDS

(PARTIAL LIST)

PARTIAL LIST OF SCHOOL DISTRICTS HOUSING KINDERGARTEN PROGRAMS IN MISSISSIPPI SPONSORED BY FEDERAL FUNDS

Amite County School District
Anguilla Line Consolidated School District
Columbus Separate School District
Copiah County School District
Drew Separate School District
East Tallahatchie Consolidated School District
Enterprise Consolidated School District
Franklin County School District
Greenville Separate School District
Hazelhurst Separate School District
Holmes County School District
Houston Separate School District
Humphreys County School District
Jackson Separate School District
Jefferson County School District
Jefferson Davis County School District
Lauderdale County School District
Laurel Separate School District
Leflore County School District
Leflore County Co-op
Leland Consolidated School District
Lowndes County School District
Marion County School District
McComb Separate School District
Meridian Separate School District
Natchez Separate School District
Newton County School District
North Panola Consolidated School District
Oktibbeha County School District
Quitman County School District
Scott County School District
Senatobia Separate School District
Sharkey-Issaquena Consollidated School District
Simpson County School District
Sunflower County School District
Tate County School District
West Point Separate School District
West Tallahatchie Consolidated School District
Wilkinson County School District

Mississippi State Department of Education, Chapter I Office, 1983.

APPENDIX N

GENERAL REGISTRATION FORM AND CERTIFICATE OF RESIDENCE FORM

SAMPLE GENERAL REGISTRATION FORM
KINDERGARTEN REGISTRATION 198__-8__

______________________________	______________________________, Mississippi
Name of School District	City
	______________________________
	Date
______________________________	
Birth Certificate Number	

Name of Child ____
Last First Middle

Address of Child ____
Street City

Name of Parent(s) or Guardian(s) ______________________________

Home Address of Parent(s) or Guardian(s) ______________________________

Name of Parent(s) or Guardian(s) place of employment ______________________________

Address of Parent(s) or Guardian(s) place of employment ______________________________

Home phone number ____________________ Work phone number ____________________

In case of emergency notify (other than parent)______________________________

______________________________	______________________________
Address	Phone Number

*____Birth Certificate Presented
*____ Immunization Record Presented and Immunization Current

*A birth certificate may be obtained from the State Board of Health in the capitol of the state where the child was born. An immunization record may be obtained from the County Health Department or private physician.

This program is free and all children who are five years of age on or before September 1, may register. (Explain selection process that pertains **only** to 1985-86 school year.)

- -

Parent Notice

____
(Name of Parent or Guardian)

Your child was given number ________. Keep this slip as a record of the registration process just completed.

____
Signature of School Staff

____
Date

Office Use Only

Number ________
Race ________
Sex ________

CERTIFICATE OF RESIDENCE FORM
____________________ PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
19____-19____

TO: THE PARENTS OR LEGAL GUARDIANS OF STUDENTS

FROM: ____________________, SUPERINTENDENT

SUBJECT: CERTIFICATE OF RESIDENCE

I (We) am (are) the ____________________ of ____________________ parent(s) or guardian(s) who will be enrolled as a student at ____
(school)

I (We) do hereby certify that I (we) am (are) resident citizens of the ____________________ School District, that I (we) reside within the corporate limits of the City of ____________________, Mississippi, at the following address:

____

____

OR, that I (We) reside outside the corporate limits of the City of ____________________, but within the ____________________ School district, and that our residence is at the following address:

____

____

That this certificate is executed for the purpose of verifying that our child, above named, is a bonafide resident within said school district pursuant to the order of the United States District Court and the intent of the Board of Trustees of said school district to comply thereto.

WITNESS MY (our) signature(s) this the __________ day of ____________________, 19____.

____

____

APPENDIX O

SELECTION FOR PROGRAM PARTICIPATION FORM

PARENT INTEREST SURVEY

FIELD TRIP PERMISSION FORM

VOLUNTEER PROFILE

NOTIFICATION OF SELECTION
FOR PROGRAM PARTICIPATION FORM

Name of School district ______________________ Date ______________

Dear Parent,

Your child has been selected to participate in the 1985-86 kindergarten program at ______________________.
(name of school)
In order for his/her enrollment to be confirmed the parent(s) and/or guardian must complete and sign the enclosed form. The completed form must be returned to this office in two weeks or by ______________________
(month and day)
or the school district will replace your child with another from the alternate list.

An orientation meeting for parents of prospective kindergartners will be held on ______________________ at
(month, day, year)
______________________.
(location)

Sincerely,

____
Superintendent's Signature

Name of School District ______________________ Date ______________

______________________ has been chosen to participate in the 1985-86 kindergarten program. By signing this form you are indicating the child will participate.

Date ______________ Signature of Parent ______________________

VOLUNTEER PROFILE

CHILD'S NAME ______________________________

ADDRESS ______________________________

______________________________ **TELEPHONE** ______________

PARENT NAME ______________________________

WOULD YOU HELP US?

	Please Circle	
Read a story	Yes	No
Teach a song	Yes	No
Tell us about your job	Yes	No
Hobby, what? ______________	Yes	No
Collection	Yes	No
Escort children on field trip	Yes	No
Drive a van	Yes	No
Drive a car	Yes	No
Provide transportation for a field trip	Yes	No
Serve on committee for party for Christmas	Yes	No
Serve on committee for party for Easter	Yes	No
Donate:		
Books	Yes	No
Children Records	Yes	No
Games	Yes	No

FIELD TRIP PERMIT FORM

I hereby request and consent that my daughter, son, or ward be permitted to participate in all field trips with the kindergarten program during the school year 19____ - ____.

I understand that these trips are a part of the educational program of the kindergarten program, and that neither the teacher nor any other official of the school district is or will be responsible for any injuries or damages to my daughter, son, or ward occuring on such trip.

____

Signature of Parent or Guardian

VOLUNTEERS ——— KINDERGARTEN PROGRAM

Individual Name ______________________________
Group Name ______________________________
Telephone Number ______________________________
Activities ______________________________

PLEASE CHECK THE ACTIVITIES IN WHICH YOU CAN ASSIST:

Office Work
1. Record Keeping ____________________
2. Telephone Service ____________________
3. Purchasing ____________________
4. Accounting ____________________
5. Business Arrangement ____________________

Educational Program
1. Sing ____________________
2. Play musical instrument ____________________
3. Art work and display ____________________
4. Read stories ____________________
5. Tell stories ____________________

Professional
1. Medical ____________________
2. Dental ____________________
3. Nutrition ____________________
4. Daily Program ____________________
5. Social Services ____________________
6. Maintenance ____________________
7. Transportation ____________________

Others: Will you list them?
1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Equipment
1. Construct toys ____________________
2. Repair equipment ____________________
3. Recruit books, records or other material ____________________

Recreation
1. Supervise indoor play activities ____________________
2. Supervise outdoor play activities ____________________

APPENDIX P

RESOURCE LIST FOR PARENTS, ADMINISTRATORS, AND TEACHERS

RESOURCE LIST

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Reference Code
A — Administrators
T — Teachers
P — Parents

APPENDIX Q

TRAINING FORMAT

TRAINING FORMAT

Date/Time ____________________

Workshop Topic: ____________________

Presentor(s) ____________________

Goals:

Objectives:

Method:

Evaluation:

List of Participants:

APPENDIX R

SAMPLE COMMUNITY INTEREST SURVEY

Community Interest Survey

This is a sample form which may be placed in newspapers or in a flyer for distribution at community gathering places (courthouse, library, health department). It may also be sent home with elementary school age children.

______________________________ ______________

Name of School District Date

I am interested in registering my child for attendance in the kindergarten program for 1985-86 school year should the school district implement such a program. I realize this is not a registration form, only a statement of interest.

I also realize my child must be five (5) years of age on or before September 1, 1985, to be eligible.

Name of Child ______________________________

Address ______________________________
Street City

Phone Number ______________________________
Work Home

____
Signature of Parent(s) or Guardian(s)

Return to: Contact Person
Name of School District
Address

Please return by ______________ to be considered in program planning.
Date

GLOSSARY

Kindergarten — that portion of the elementary school program serving children who have reached the age of five years on or before the date set by law for entrance into first grade. The program philosophy reflecting child development principles shall be evident in curriculum content and through the learning center instructional approach evident in the classroom.

Learning Center — is an area in the learning environment which contains a collection of activities and materials to teach, reinforce, and/or enrich a skill or concept.

MISSISSIPPI STATE DEPARTMENT OF EDUCATION CRITERIA AND GUIDELINES FOR IMPLEMENTATION OF KINDERGARTEN

The Division of Instruction
Mississippi State Department
of Education

May, 1984

ACKNOWLEDGEMENTS

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Elaine Ashmore Venable, Kindergarten Teacher, East Tallahatchie Consolidated School District

The children featured on the cover attend a Chapter I funded Kindergarten program housed in the Jackson Municipal School District.

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APPENDICES

Guidelines for Selection and Registration of Kindergarten Students for the 1985-86 School Year A-1

Kindergarten Guidelines B-1

CRITERIA FOR AWARDING KINDERGARTEN PROGRAM FUNDS FOR 1985-86 SCHOOL YEAR

The following criteria have been set by the State Department of Education (SDE) to award program funds to public school districts for the sole purpose of beginning the implementation of a state-wide public kindergarten school program. The State Department of Education was mandated by Section 37-21-7 of the Mississippi Code to develop these criteria, as well as guidelines that all kindergarten programs must address and meet if funds are to be awarded for the implementation and continuation of the program.

The appropriation for the school year is to be divided equally among school districts which apply and meet the criteria listed below. To insure geographic equality of distribution of funds and to establish a core of exemplary programs which will serve as learning arenas for neighboring school districts, the following method of funding has been developed. The state will be divided into five geographical sections and the funds allocated on an equal basis per section and per approved classroom unit. No school district may receive funding for more than ten units.* The decision regarding the number of units awarded to each school district will be made according to the number of requests per section, the content of the proposed research component, and the number of available classrooms in each district requesting funds. Should a portion of monies to be allocated remain after the initial awarding of funds, the remainder will then be equally divided among those districts from that geographic section who document they need more units funded. Should monies still remain, they will be pooled and disbursed statewide to school districts who document need for funding more units. In order to document need for units, figures concerning projected enrollment and availability of existing or planned building space will need to be attached to the program application form.

The geographic sections are listed by counties below.

Kindergarten Section 1 (KS1)

Desoto
Tate
Chickasaw
Itawamba
Panola
Marshall
Pontotoc
Prentiss
Benton
Lafayette
Union
Tippah
Tallahatchie
Grenada
Monroe
Alcorn
Yalobusha
Lee
Tishomingo

Kindergarten Section 2 (KS2)

Tunica
Coahoma
Quitman
Bolivar
Sunflower
Washington
Humphreys
Sharkey
Issaquena
Leflore
Yazoo
Holmes
Madison
Leake
Attala
Choctaw
Webster
Montgomery
Carroll

Kindergarten Section 3 (KS3)

Clay
Oktibbeha
Winston
Neshoba
Newton
Scott
Rankin
Simpson
Smith
Jasper
Jones
Clarke
Lauderdale
Kemper
Noxubee
Lowndes
Calhoun

---

* **The average cost per kindergarten unit is $20,000.00.**

Kindergarten Section 4 (KS4)

Hinds
Claiborne
Jefferson
Adams
Amite
Pike
Walthall
Marion
Lawrence
Copiah
Lincoln
Franklin
Jefferson Davis
Warren
Wilkinson

Kindergarten Section 5 (KS5)

Covington
Hancock
Jackson
Perry
Lamar
Harrison
George
Forrest
Pearl River
Stone
Greene
Wayne

Specific Criteria To Be Met For Kindergarten Program Implementation

1. The application for funds and program assurances must be completed and returned to the office of **Early Childhood Coordinator, State Department of Education, P. O. Box 771, Jackson, MS 39205** on or before **May 31, 1985.**

2. The public school district must be accredited by the Mississippi Commission on School Accreditation.

3. The school district must follow the procedure to be used for selection of students to participate in the program should an excess number wish to attend. (Refer to **Appendix A** of this document.)

4. The school district must comply with the kindergarten guidelines established by the State Department of Education. (Refer to **Appendix B** of this document.)

5. The school district may apply for funds to be used only for teacher's salary and fringe benefits*, instructional materials, and kindergarten classroom equipment.

6. One of the main sections of the application for funding that will be considered by the State Department of Education (SDE) in determining how many units awarded (available space will also serve as a consideration) is the research component of the application. That portion of the application will be ranked using a scale of ten (10) as superior and concluding with one (1) for unacceptable. **Solid** research proposals clearly stated, which can assist the SDE in educating the public as to the benefit(s) of kindergarten and need for program implementation statewide, will be given primary consideration in the review process.

*** Currently the interpretation of the law by the State Department of Education is that all teachers employed by the school district be paid in accordance with the minimum foundation salary schedule.**

GUIDELINES FOR SELECTION AND REGISTRATION OF KINDERGARTEN STUDENTS FOR THE 1985-86 SCHOOL YEAR

The primary criterion that school districts should address in devising a selection process is that a fair means of choosing students to participate be implemented. Socioeconomic class, race, sex or projected readiness level should not enter in as the sole basis for student selection. To insure that all school districts select program participants in the same manner the following procedure is to be followed:

1. Determine the school population by percentage relating to racial makeup and sex. This is done by a review of the first grade population for the previous two (2) years and determining a percentage of white males, black males, white females, black females, and others (Spanish, Oriental).

2. Conduct a **well** publicized registration and explanation of the selection process which lasts one month. Advertise on radio, television, in the newspaper, and through notices sent home with elementary school age children giving the dates, times, and places registration is conducted.

3. After students are registered each is assigned a number which is recorded on their registration form. Separate cards for each child with **only** the child's registration number and race and sex are made. (**Wh** for White, **Bl** for Black, **O** for other; **M** for Male, **F** for Female) An example card would be **28 BL/MALE.** Four (4) containers are to be set up and marked **BL/MALE, BL/FEMALE, WH/MALE, WH/FEMALE** (others may be needed if **O/MALE** or **O/FEMALE** has registered.) The cards are sorted and placed in the proper container.

4. For each class twenty-two (22) cards are to be drawn, keeping the percentages of Black Males, Black Females, White Males, White Females and Others in **direct** agreement with previous racial and sex distribution per classroom. Example: If a study of the first grade reveals that thirty (30) percent of the students in the first grade during the past 2 years were white females, then thirty percent of the kindergarten class(es) (if more than one unit is awarded) must be comprised of white females.

   Each class must enroll twenty-two students.

   Should your percentage produce a fraction 0.5 or over of a child round off the next highest number (example: 5.6 would be 6). If this makes the total number of children exceed twenty-two (22) review the breakdown and reduce the number beginning with those at 0.5 until the twenty-two (22) enrollment figure is reached.

   Example: 25% White Males 30% Black Males 15% Black Females 30% White Females

   (5.5) 6 Wh Males
   (6.6) 7 Bl Males
   (3.3) 3 Bl Females
   (6.6) 7 Wh Females
   23 (+1)

   Since there is one (1) too many children the category of white males would be reduced by one (1). Should not enough children of one particular segment (example: white male) register for the program to satisfy the ratio set by the past two (2) years first grade population, those designated positions are to be assigned by a random selection from the entire population registered.

5. The drawing continues until every child's number beyond the number needed is recorded in the order drawn on an alternate's list. (There are at least four (4) lists — **BL/MALE, BL/FEMALE, WH/MALE, WH/FEMALE,** and possibly **O/MALE,** and **O/FEMALE.**)

6. The parents of the children selected are notified by mail. They must respond in writing (signature on a form) that the child will or will not attend kindergarten within two (2) weeks after being notified. Should some decline or not respond, children next in line from the alternate list are chosen and their parents notified. The procedure is repeated as many times as needed to secure twenty-two (22) children for each class. In the event a child moves or drops out of the program during the school year, the alternate list is to be utilized in replacing the vacancy.

7. In the event that school districts decide to allow the children in the entire district to participate in the selection process, the children selected from each attendance area should reflect the ratios from within the attendance area in which they live.

To avoid problems concerning selection of students, parents should be notified prior to registration regarding the mechanics of the selection process. Any person who has a grievance regarding the students selected for participation in the program, or process in which they were selected may request a hearing before the local school board and if dissatisfied with the outcome, may appeal to the State Board of Education or a hearing officer designated by the board.

1985-86 APPLICATION FOR KINDERGARTEN PROGRAM FUNDS

I. General Information

A. ______________________ Date of Application

B. ______________________ Date Received

C. ______________________ Name of School District

D. ______________________ Street City Zip

E. Telephone Number ______________________

F. Name of Early Childhood Coordinator ______________________

G. Does your school district presently conduct a kindergarten program?

_______ Yes _______ No

H. If yes, give source of funding. ______________________

I. If the school district conducts a kindergarten program, is a pretest administered?

_______ Yes _______ No _______ Not Applicable

J. If yes, state name, level, and form of test and what month administered.

____

K. If school district conducts a kindergarten program, is a posttest administered?

_______ Yes _______ No _______ Not Applicable

L. If yes, state name, level, and form of test and what month administered.

____

M. Minimum number of Kindergarten Units requested to be funded? _______ (Limited to 10 units)

N. Should other funds become available I would request more units.

_______ Yes _______ No

If yes, how many ______________________ (Documentation Required)

O. Report the amount of funds (inkind or other) the local district is contributing. ______________________

P. Will the funds you receive this year allow the district to serve all children requesting to participate?

_______ Yes _______ No _______ Unknown

Q. How many classrooms are available to house the program? ______________________________

R. How many **more** units will be needed (projected) in 1986-87? ______________________________
(If number currently requested is awarded)

S. How many classrooms must be built or renovated for **full implementation** in 1986-87 (projected)? ______

II. Program Components

Listed below are required program components for the 1985-86 kindergarten units which will be funded. You must address each, keeping in mind that programs this first year will be used as statewide models and should exhibit a strong instructional plan, research and evaluation components as well as community/parent sections. Refer to the **Administrator's Handbook For Implementation of Kindergarten** and Mississippi State Department of Education Kindergarten Guidelines, (Appendix B), to complete this application.

A. **Program Organization.** Explain how the community will be/has been notified concerning initiation of the program. Give names of teachers (if known) and if they have had previous kindergarten teaching experience, list number of years. Describe how registration of students will take place, giving projected date(s), time(s), and place(s).Give a time line demonstrating the communication with involved school staff regarding staff development and general information regarding the program prior to and through the 1985-86 school year. Include whether the program is full day or two half day sessions. Report hours of student participation. Describe the means proposed to transport students.

B. **Program Philosophy.** Describe program philosophy and list program goals. Justify philosophy statement by naming specific variables unique to the community and children that will be served by the program. **(200 word maximum)**

C. **Learning Environment.** Report name of school(s) and number of units requested at each. Give size in square feet of each classroom that is to be utilized. Describe structure (portable, add-on, stationary, new or existing). Report the distance from classroom(s) to bathroom. State the projected teacher/pupil ratio per classroom (not to exceed 1:22 total enrollment). Include projected sample of daily schedule. Report total expenditure requested for materials and supplies. Submit a list of equipment, materials, and supplies the school district will provide to fully carry out program objectives for 22 children or one unit. Prices on items are not necessary; a listing is sufficient. Briefly indicate how the learning environment will be structured to reflect program philosophy. Describe outside play area, giving square feet and listing play equipment.

D. **Curriculum Design.** Show the projected time line for writing the instructional management plan. (After the program has completed the second operational year the management plan is to be finished.) Explain how the developed curriculum principles relate to program philosophy. **(200 word maximum)**

E. **Instructional Delivery.** Describe the method(s) of instruction proposed, reflecting the program philosophy and curriculum design. **(200 word maximum)**

F. **Research Component.** Specifically describe a proposed research project that when completed, will demonstrate results that can be utilized by the State Department of Education in justifying general program needs. Possible research topics include: change in staff or community attitude toward the kindergarten program concept, program philosophy, curriculum design (**refer to Guidelines**), or program results based on student performance.

Proposed Research (Title)

Hypothesis To Be Tested

Population Involved (State number of subjects.)

Design of the Study

Statistical Treatment (Include name and/or type of measurement instrument to be used.)

Conclusions and Recommendation(s)

Proposed Budget for Research

Date of Completion

G. **Parent Component.** List specific activities and/or programs that will involve parents in the instructional process and in general program implementation.

H. **Evaluation Component.** Describe how the program is to be evaluated. If any consultant(s) are to be utilized provide name(s). Specify the name and type of measurement instrument(s) that will be used and and the date(s) evaluation will be conducted. Describe how baseline data are to be obtained and what technique(s) for comparison will be used at the conclusion of the academic year.

III. Program Assurances

The applicant assures compliance with:

1. **The purpose of the law to create an early childhood education program to assist in the instruction of kindergarten students.**

2. **The program guidelines, regulations, and standards set forth by the State Department of Education.**

3. **The regulations of annually submitting the required reports and data pertaining to the program to the State Department of Education.**

4. **The providing of technical assistance to neighboring school districts in the various aspects of developing a kindergarten program.**

Date ______________________ **Signature of Superintendent** ______________________

Please duplicate and send both copies to:

State Department of Education
Division of Instruction
P.O. Box 771
Jackson, MS 39205

ATTENTION: Early Childhood Coordinator

FOR STATE DEPARTMENT USE ONLY

Date received ____________________

Approved ____________________ *Disapproved ____________________

Number of units approved ____________________

Date approved ____________________

Date copy returned to school district____________________

*If disapproved a statement of explanation is enclosed.

TENTATIVE FORMULA FOR KINDERGARTEN PROGRAM ALLOCATIONS
1986-87 SCHOOL YEAR

The proposed program formula would be on the teacher unit basis. Since this is a grant-in-aid program, any salary given through the minimum foundation program would need to be matched through a request of the legislature for additional funds to keep salaries equal. (This can be broken down on a per child basis as the law mandates.)

Based on the assumption that 40 million dollars will be allocated at 80% participation with class enrollment of 22 children based on the projected enrollment for first grade students next year (1984-85):

- Approximately $22,300 per unit would be allocated. This includes salary for teacher, fringe benefits,* instructional materials, and kindergarten classroom equipment allotment.
- All other costs would be local with the possible exception of transportation (one round trip per day in half day sessions).

Building

Food

Supervision of Program — probably would tie into minimum program units.

Average projected state funded transportation costs are $135.25 per child for the 1986-87 school year.

Should more than 80% participation take place, the formula would be reduced by an equal percentage so the per child allotment would remain equal. In this event it is doubtful that 100% transportation cost would be paid.

* Currently the interpretation of the law by the State Department of Education is that all teachers employed by the School District must be paid in accordance with the minimum foundation salary schedule.

1986-87 APPLICATION FOR KINDERGARTEN PROGRAM FUNDS

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B. ______________________ Date Received

C. ______________________ Name of School District

D. ______________________ Street City Zip

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G. Does your school district presently conduct a kindergarten program?

_______ Yes _______ No

H. If yes, give source of funding. ______________________

I. If school district conducts a kindergarten program, is a pretest administered?

_______ Yes _______ No _______ Not Applicable

J. If yes, state name and level of test and what month administered.

______________________ Name Level/Form Month

K. If the school district conducts a kindergarten program, is a posttest administered?

_______ Yes _______ No _______ Not Applicable

L. If yes, state name, level, and form of test and what month administered.

______________________ Name Form/Level Month

M. Number of kindergarten units requested to be funded. ______________________

N. State amount of funds (inkind or other) the local district is contributing. ______________________

II. Program Components

Listed below are required program components for the 1986-87 kindergarten units which will be funded. You must address each, keeping in mind that every component will be reviewed and monies awarded on the basis of satisfying all program criteria. Refer to the **Administrator's Handbook For Implementation of Kindergarten** and Mississippi State Department of Education Kindergarten Guidelines (Appendix B) to complete this application.

A. **Program Organization.** Explain how the community will be/has been notified concerning initiation of the program. Give names of teachers (if known) and if they have had previous kindergarten teaching experience, list number of years. Describe how registration of students will take place, giving projected date(s), time(s), and place(s). Give a time line demonstrating the communication with involved school staff prior to and through the 1986-87 school year. Include whether the program is full day or two half day sessions. Report hours of student participation. Describe the means proposed to transport students.

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D. **Curriculum Design.** Show the projected time line for writing the instructional management plan. (After the program has completed the second operational year the management plan is to be finished.) Explain how the developed curriculum principles relate to program philosophy. **(200 word maximum)**

E. **Instructional Delivery.** Describe the method(s) of instruction proposed reflecting the program philosophy and curriculum design. **(200 word maximum)**

F. **Pilot Program.** If the school district participated in the pilot program, indicate and describe how the program philosophy, curriculum, instructional delivery, parent component, and program evaluation will continue or be modified. If the school district did not participate, so indicate.

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H. **Evaluation Component.** Describe how the program is to be evaluated. If any consultant(s) are to be utilized provide name(s). Specify the name and type of measurement instrument(s) that will be used and the date(s) evaluation will be conducted. Describe how baseline data are to be obtained and what technique(s) for comparison will be used at the conclusion of the academic year.

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3. **The regulations of annually submitting the required reports and data pertaining to the program to the State Department of Education.**

4. **The state-wide evaluation plan to measure the effectiveness of the kindergarten program.**

____________________ ____________________

Date **Signature of Superintendent**

Please duplicate and send both copies to:

State Department of Education
Division of Instruction
P.O. Box 771
Jackson, MS 39205

ATTENTION: Early Childhood Coordinator

……

FOR STATE DEPARTMENT USE ONLY

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Approved ______________________ *Disapproved ______________________

Number of units approved ______________________

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APPENDIX A
GUIDELINES FOR SELECTION AND REGISTRATION OF KINDERGARTEN STUDENTS FOR THE 1985-86 SCHOOL YEAR

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   Should your percentage produce a fraction 0.5 or over of a child round off the next highest number (example: 5.6 would be 6). If this makes the total number of children exceed twenty-two (22) review the breakdown and reduce the number beginning with those at 0.5 until the twenty-two (22) enrollment figure is reached.

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APPENDIX B
KINDERGARTEN GUIDELINES

KINDERGARTEN GUIDELINES

I. Program Philosophy

The kindergarten program philosophy shall reflect an understanding of child development principles. These principles shall be embodied in the curriculum design and general learning environment. The instructional delivery is to be organized around learning centers where opportunities are provided for children to acquire skills and concepts involving problem-solving, decision-making, questioning, evaluating, and discovering.

II. Program Goals

The realistic goals for kindergarten education are as follows:

1. To help the child develop a positive self concept.
2. To help the child to achieve intellectual growth as shown by maturation of thinking processes.
3. To help the child to enlarge his/her world of people, experiences, ideas, and things.
4. To help the child to increase competence and skills in communication.
5. To help the child to increase the skills involved in physical coordination and body mastery.
6. To help the child to increase competence in dealing with emotional feelings and social situations.
7. To help the child to increase competence in self-direction and independence.
8. To help the child to develop trusting relationships.
9. To help the child to develop his/her natural curiosity and his/her creative potential.

III. Curriculum Design

Adequate programming for children under six takes into account fully that knowledge of human growth, development, and learning principles are vital. These principles include the following:

1. Children learn as total persons (emotionally, socially, physically, as well as intellectually).
2. Children go through similar stages of development, but at individual rates.
3. Children learn through their senses (hearing, seeing, touching, tasting, and smelling).
4. Children learn through active involvement (exploring, playing, manipulating, problem-solving).
5. Children learn through attitudes as well as through content. Therefore, attention should be given to methods, emotional climate, environment, and teacher-child interaction.
6. Children learn through play. Therefore, a sensitivity to the value of play is required, for it is through play that children create their own meaning and learning schemes. Play is the work of the child.

A. Program Activities

The instructional day shall include large and small group activities, and individual instructional activities. Experiences in language arts, literature, music, art, and dramatic play are to be incorporated into the daily schedule. In addition, activities to develop perceptual motor skills, large and small muscles and activities which promote an understanding of basic mathematical concepts, scientific understanding of basic mathematical concepts, scientific understandings and social understandings are also to be included on a daily basis. Outdoor play experiences are required in each instructional day.

B. Provisions for movable learning centers within the classroom shall be developed. These shall include, but are not limited to the following:

1. Creative Art Center
2. Science Center
3. Math Center
4. Language Arts Center
5. Cooking Center

6. Blocks and Wheel Toys Center
7. Housekeeping/Dramatic Play Center
8. Sand and/or Water Center
9. Woodworking Center
10. Music Center
11. Outdoor Learning Center
12. Other Specific Unit-Based Center
13. Library Center

A minimum of three centers are to be used simultaneously when appropriate throughout the school day. The child is to be engaged in learning center activities 60% of the instructional day. Instructional delivery recommended is that of student rotation through centers with initial selection of the preferred center to be made by the child within the confines of established classroom management techniques. Simultaneous use of centers by students is recommended.

C. The instructional management plan shall be developed for the kindergarten program in keeping with the overall plan for the school district.

IV. Organizational Nomenclature

A. Teacher-Pupil Ratio: 1:22 maximum enrollment.

B. Length of School Day: The school day shall be a minimum of three hours for approved half day sessions. School districts which choose to implement half sessions must operate two (2) sessions per day unless student enrollment is not sufficient to warrant such. In that event the teacher salary would be prorated. Full day sessions constitute that the student spends the same amount of time in the school building or grounds as would first grade students.

C. Students in a full day session will participate in two (2) outside periods of a minimum of twenty (20) minutes, maximum thirty (30) minutes with one in the morning and one in the afternoon unless weather prohibits. In such cases organized physical activities are to be conducted in the classroom or activity/gymnasium room. Half day students will participate in one (1) outside period of a minimum of twenty (20) minutes, maximum thirty (30) minutes.

D. Students in a full day session will participate in a rest period of a minimum of twenty (20) minutes, maximum one hour, dependent upon the length of the school day.

It is recommended that a five (5) - ten (10) minute rest period be scheduled in the morning for full day and half day sessions.

E. Length of school term shall be the same as that of the elementary school.

F. Information concerning kindergarten shall be reported to the State Department of Education in the same manner as other reports concerning elementary grades.

G. The kindergarten program shall be an integral part of the elementary school program and operate under the supervision and administration of the regular school staff.

H. Lunch provisions for full day kindergarten programs will be conducted as those currently in effect in elementary schools.

I. Transportation is to be provided as regulated for elementary students.

V. Physical Setting For Existing Structures

Classroom

A. Definition of Existing Structure: Any structure currently rented or owned by the school district which meets health regulations regarding instructional classroom standards.

B. The classroom(s) shall be remodeled to accommodate small children. Provisions should be made to accommodate physical needs of handicapped students.

C. The classroom should consist of a minimum of 600 square feet; 700 square feet is preferred.

D. Classroom width shall be a minimum of 20 feet except in pod-type structures.

E. The classroom shall be located no more than 125 feet from a bathroom. In bathrooms it is recommended that toilet seats be from 10 to 13 inches from the floor and lavatories 24 inches from the floor. At least one toilet shall be modified to accommodate physically handicapped students. A toilet room in the classroom is recommended.

F. Where multiple kindergarten units occur within a school it is recommended they be grouped adjacent to each other for teacher and class interaction and for optimum use of common facilities.

G. It is recommended that a 9 feet X 12 feet area rug or individual carpet squares of low-pile, high density type be used to carpet a portion of the room. The remainder of the floor area should be covered with resilient flooring or other easily cleaned material. Roll-type resilient flooring has the advantage of a minimum amount of jointing.

H. It is recommended that each classroom have a work counter (minimum 12 feet) equipped with a minimum of one sink. (If a bathroom is in the classroom the lavatory in the bathroom will suffice for the classroom sink.) The sink shall be stainless steel or porcelain, standard with gooseneck fitting one side and drinking bubble on other; recommended cold water only.

I. Base cabinets are recommended below all counters, to be partially open and partially closed. 18 inch X 24 inch or 24 inch X 36 inch size may be needed in open portion for storage of painting paper. 12 inch deep upper wall cabinets, adult level over the entire counter area for general storage are recommended. Recommended in the vicinity of each sink is a paper towel dispenser within access to students and a waste paper can for soiled towels.

J. Open storage units, known as cubbies, are recommended for every two students. They are typically 4 feet long by 4 feet high and are divided into four coat hanging compartments with two storage cubicles above each coat space. Two children will use one coat space with separate coat hooks, but each have own storage cubicle. If space prohibits, coat hooks will be hung on the wall 36 inches from the floor. It is recommended that storage cubicles for each child made available in a bin-type structure if space prohibits cubbies.

K. Adequate storage space must be provided. In each classroom it is recommended that one wall will have built-in cabinets for storage of tote trays, toys, games, and materials. They shall be constructed to promote accessibility of materials to the child as to encourage the selection of activities and in room clean-up. Movable storage areas accessible to the children may be located in other appropriate areas within the classroom. Some closed storage above the children's reach is recommended.

L. Adequate chalkboard and tackboard space will be provided. Two levels of tack strip continuous on all available major walls shall be installed. Bottom strip at 2 feet 10 inches off floor, top strip at 4 feet 10 inches.

M. It is recommended that 110 volt wall plugs be located every 10 feet - 15 feet o.c. in classrooms. Safety covers are recommended.

N. Furniture shall be of appropriate height for children. Chairs shall vary from 8 to 14 inches so that all children's feet may touch the floor. Tables shall be from 20 to 24 inches in height. A teacher's desk, chair, and file cabinet are recommended. A classroom clock is recommended.

O. It is recommended that full day programs provide for student rest periods with folding cots or pads with washable covers.

P. In non-air conditioned buildings it is recommended that two 52 inch ceiling fans with individual switches be located in each classroom.

Q. Kindergarten classrooms are to be located at the level of unit discharge.

R. A portable one burner hot plate is required for every two classrooms. When not in use it is to be stored. The hot plate is to be used in supervised classroom cooking activities with the students.

S. Every closet latch shall be such that children can open the door from inside the closet.

T. Every toilet room door lock shall be designed to permit opening of the locked door from the outside in an emergency and the opening device shall be readily accessible to the staff.

U. A 2 lb. ABC fire extinguisher, fully operational, mounted on wall is required for each classroom.

V. Maximum distance to an exit from any point in the building shall not exceed 150 feet. Maximum distance from the classroom door at the corridor to an exit shall not exceed 100 feet. Ideally, every kindergarten unit should have a door to the outside.

W. Teacher's Work Area **(Recommended, if space availabse)**

Purpose: For teacher's office and work room, assessing children, conferring with parents, storage of equipment and supplies. One work area would serve two-three kindergarten classrooms.

1. Recommended size: 180-200 square feet. Space should be provided for a 4-drawer file cabinet, two chairs and small work counter.
2. Carpet preferred.
3. Storage shelving: 14-16 linear feet of shelving. Two-thirds of the shelving should be 16 inches deep and the remaining one-third 24 inches deep. Shelving should be adjustable.

VI. Physical Setting For New Structures

All building construction shall conform to local building codes and the **Guide for School Facility Standards and Procedures,** published by the State Department of Education.

Classroom

A. Definition of new structure: Any structure that is built, including add-on classrooms, and/or bought (trailer) for the intent of housing the kindergarten program when school is in session.

B. The classrooms shall be a minimum of 700 square feet.

C. The minimum classroom width shall be 24 feet except in pod-type structures.

D. Each classroom shall contain a minimum of one toilet.

E. Each toilet room shall have a toilet and lavatory, or at the district's option, the lavatory may be omitted if the work counter area is equipped with a sink and is in close proximity to the toilet room door. The toilet seat must be 10 to 13 inches from the floor and one lavatory 24 inches from the floor. A toilet paper holder is required and is to be placed in close proximity to the toilet. (See lavatory or sink description on H, page 3B). Individual toilet rooms are not required to accomodate the physically handicapped provided a handicapped facility is located within 125 feet of the classroom door. It is recommended that a floor drain be installed in or near toilet room.

F. It is recommended that toilet rooms be large enough for a teacher to be in the compartment to assist students if necessary. It is preferred for the toilet room door to swing in. A toilet paper holder is to be installed in each toilet room.

G. Where multiple kindergarten units occur within a school they shall be grouped adjacent to each other for teacher and class interaction and for optimum use of common facilities.

H. A 9 feet X 12 feet area rug and individual carpet squares of low pile, high density type fiber which can be stored when not in use will be used to carpet a portion of each classroom. The entire floor will be covered with resilient flooring or other easily cleanable finish. Roll-type resilient flooring has the advantage of a minimum amount of jointing.

I. It is recommended that base cabinets be placed below all counters, to be partially open and partially closed. 18 inch X 24 inch or 24 inch X 36 inch size may be needed.

J. It is recommended that 12 inch deep upper wall cabinets at adult level be located over the entire counter area for general storage.

K. It is recommended that an upright utility-type cabinet 2 feet minimum width for storage of brooms, mops, and so forth be shared by every two Kindergarten Units.

L. Open storage units, known as cubbies, shall be provided for each student. They are typically 4 feet long by 4 feet high and are divided into four coat hanging compartments with two storage cubicles above each coat space. Two children will use one coat space with separate coat hooks, but each will have own storage cubicle. Each cubby unit accommodates eight children.

M. Built-in cabinets or portable storage areas shall be constructed to promote accessibility of materials to the child in order to encourage the selection of activities and in room clean-up.

N. A minimum of one 4 feet X 8 feet tackboard unit for the teacher shall be installed where directed with bottom of the board 29 inches from the floor. One chalkboard per classroom 29 inches from the floor is required. Two levels of tack strip continuous on all available major walls shall be installed. Bottom strip shall be at 2 feet 10 inches off floor, top strip at 4 feet 10 inches. Other tackboards may be installed on back of cubbies or wherever designated by teacher.

O. A 24 inch X 48 inch wall mirror (shatter proof) is recommended to be mounted vertically with the bottom 8 inches off the floor in close proximity to the toilet room door or housekeeping center area.

P. Wall receptables shall be approximately 10 feet - 15 feet o.c. in each classroom and a general receptacle over the counter in away from the sink (if sink is near counter area). A minimum of 6 outlets will be required. Safety covers are recommended.

Q. A minimum of 50 square feet of window area per unit is recommended. It is recommended that the windows are the type which may be opened from the inside for ventilation purposes. A generous glass window area is recommended to overlook the play yard to promote an indoor-outdoor atmosphere. It is desirable to extend the glass to within approximately 2 feet above the floor. Provisions to combat excessive sunlight should be made by means of roof overhang, installation of blinds or shutters.

R. Classroom lighting shall contain operable standard fluorescent lights with area controls that provide adequate lighting. Switches will be located at the doors within reach of the child. Toilet rooms will contain lighting fixtures.

S. Furniture shall be of appropriate height for children. Chairs shall vary from 8 to 14 inches so that all children's feet may touch the floor. Tables shall be from 20 to 24 inches in height. A teacher's desk, chair and file cabinet are recommended. A classroom clock is recommended.

T. It is recommended that full day programs provide for student rest periods folding cots or pads with washable covers.

U. In non-air conditioned buildings it is required that two 52 inch ceiling fans with individual dimmer switches be located in each classroom.

V. Kindergarten classrooms are to be located at level of exit discharge.

W. A portable one burner hot plate is required for every two classrooms. When not in use it is to be stored. The hot plate is to be used in supervised classroom cooking activities with the students.

X. A 2 lb. ABC fire extinguisher, fully operational, mounted on the wall is required for each classroom.

Y. Maximum distance to an exit from any point in the building shall not exceed 150 feet. Maximum distance from the classroom door at the corridor to an exit shall not exceed 100 feet. Ideally every kindergarten unit should have a door to the outside.

Z. Every closet latch shall be such that children can open the door from inside the closet.

AA. Every toilet room door lock shall be designed to permit opening of the locked door from the outside in an emergency, and the opening device shall be readily accessible to the staff.

BB. One bathtub/shower combination is recommended for every eight kindergarten units.

CC. **Teacher Work Area (Recommended)**

Purpose: For teacher's office and work room, assessing children, conferring with parents, storage of equipment and supplies. One work area would serve every two-three kindergarten classrooms.

1. Recommended size: 180-200 square feet. Space should be provided for a 4-drawer file cabinet, two chairs and small work counter.
2. Carpet preferred.
3. Storage shelving: 14-16 linear feet of shelving. Two-thirds of the shelving should be of 16 inches deep and the remaining one-third 24 inches deep. Shelving should be adjustable.

VII. **Outside Play Area**

A. A designated area for supervised outside periods during the kindergarten day shall be provided.

B. Recommended size: A minimum of 4,300 square feet for two kindergartens and 1,400 square feet for each other unit unless playground for elementary students is accessible to kindergarten children.

C. Kindergarten students shall not simultaneously share play area with children in grade three or above during designated outside period(s).

D. The outside play area shall have defined boundaries to protect children from environmental hazards such as traffic and/or stray animals.

E. A covered area is recommended to allow children refuge from hot sun and to serve as a play area during inclement weather. Recommended size: 225 to 300 square feet for each kindergarten unit, concrete floor, sloped to shed water.

F. Appropriate playground equipment and landscape design for kindergarten and lower elementary children shall be provided.

VIII. Staff

A. Each school district shall designate an Early Childhood Coordinator(s). The principal of an elementary school where kindergarten is housed may serve as the coordinator. It is recommended that the coordinator have a minimum of one year kindergarten experience as a teacher and/or supervisor or 3 semester hours of kindergarten practicum experience in addition to AA Certification in K-8 or K-3. It is also suggested the person hold a Class AA Supervision Certificate. The coordinator may be responsible for, but not restricted to the following duties: coordinate the kindergarten program within the district, provide inservice to kindergarten teachers and/or aides, conduct parent sessions, direct the development of an instructional plan for kindergarten which complements the existing one for the district, serve as liaison person for the district with the State Department of Education in Early Childhood, coordinate the assistant teacher program, conduct inservice training for assistant teachers and teachers, and direct the evaluation of both programs.

B. The early childhood coordinator(s) responsible for supervising a kindergarten program must attend workshops and/or seminars sponsored by the State Department of Education regarding kindergarten implementation and supervision.

C. The teacher shall hold a standard N-K, K-3, or K-8 Elementary Teaching Certificate. It is strongly recommended that teachers employed have at least one year of teaching experience in a kindergarten or a practicum experience in addition to their teaching certificate.

D. The employment of assistant teachers to assist certified kindergarten teachers is recommended. For employment the assistant must qualify under the existing assistant teacher regulations.

IX. Entrance Age

Pupils shall have reached the age of five years on or before the date set by law for entrance into first grade. A birth certificate and health record of immunizations shall be presented to the proper authority upon registration of the child.

X. Educational Materials

A. The initial expenditure for instructional materials and consumable supplies shall be a minimum of $6,000.00 for every three units, with costs for the second year a minimum of $2,500.00 for every three units. This is in addition to expenditures for kindergarten students, which shall be equal to those currently required for elementary students by the Mississippi Commission on School Accreditation.

B. Educational materials purchased shall reflect instructional needs and implementation of learning activities.

XI. Parent Participation

A. Each school district shall develop a parent handbook. The district may utilize the information disseminated by the State Department of Education in the handbook to explain the kindergarten program to parents and/or interested citizens with attention directed to program goals, program philosophy, program implementation of those goals, and the role of the parent in the learning process of the child. The purpose of the communication, which may be included in an existing school handbook, is to include the parent as a part of the instructional process.

B. It is recommended that teacher-parent conferences be conducted twice a year to inform parents of student progress. Personal contact is advised, but if the parent is unable to meet, telephone conferences would be appropriate.

C. It is recommended that school districts implement a volunteer parent participation program to assist in classroom instruction at the request of the classroom teacher. An inservice session(s) must be provided by the district to parent volunteers prior to working in the classroom.